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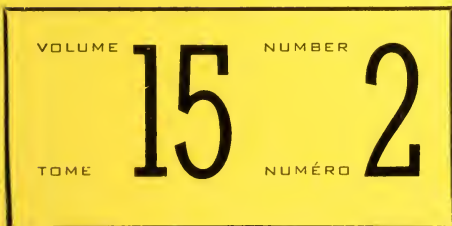
DÉCEMBRE

bulletin de l'a.c.p.u.

Conference on the Future of C.A.U.T.

*Conseil national des recherches
National Research Council*

Association News — Communications



A PUBLICATION OF THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
PUBLIÉ PAR L'ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

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a) Affiliated June, 1966

<i>association</i>	<i>membres 1965-66</i>	<i>président</i>	<i>secrétaire</i>	<i>trésorier</i>
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ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

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EDITORIAL

The Duff-Berdahl Report continues to stimulate interest in the reform of university government in Canada. Already it has produced a notable change in the climate of opinion. To a degree which would have astonished faculty members a short while ago, the suggestion that there should be increased faculty participation in the government of universities, including faculty representation on boards of governors, is gaining widespread (though not universal) acceptance. University presidents, members of boards, and officials of government are on record as favouring such reform. To those faculty members who have long urged such a change, often in the face of bitter criticism and almost always alone, the new climate of opinion is very refreshing.

However, it may not be amiss to point out that the "breath of spring" to date remains little more than that. The actual reform of boards and senates, to mention only two areas where reform is needed, for the most part is still to come. Some universities have recently revised their acts and regulations; others are seriously preparing to do so. At many more the talk of reform is only begun.

Such a comment might readily be dismissed as the impatient grumbling of a faculty member who has for too long nursed a pet grievance. But there are certain developments which lend it more strength. At a recent plenary session of the annual meeting of the A.U.C.C. devoted to a discussion of the Duff-Berdahl Report, there was much talk of university government. No-one criticized the Report for being too radical; some criticized it for not being sufficiently radical. Yet, to this observer, the whole discussion had an air of unreality and no little complacency. To one commentator, the Report came five years too late; to another, this concern for faculty representation on boards seemed to miss the fact that boards of governors are rapidly becoming obsolete — their functions more and more being taken over by provincial committees on university affairs.

Both such remarks have merit. The Duff-Berdahl Report can be judged, as it is by some, to be twenty-five years out of date. Still, it

exists now and can be used now. The importance of developing effective structures for handling the relations between universities and governments is indeed crucial now that the "balkanization" of higher education in Canada seems underway. However, it would be a great pity if the measured and minimal proposals for the democratization of university government in Canada contained in the Duff-Berdahl Report were to be left largely unimplemented as a result of attention being turned away from them to other pressing problems. For surely the concrete realization of these long-overdue reforms is a necessary step in the strengthening of our universities to meet the new challenges of their relationship to governments.

THE NORTH HATLEY CONFERENCE ON THE FUTURE OF C.A.U.T.

Because of the rapid growth of the Association, the increasing number and complexity of the activities in which it is becoming engaged — all part of the accelerating evolution of higher education in Canada during our time — and because of the desirability from time to time of taking a hard look at what we are, where we are going, and how we might arrive there, the Executive and Finance Committee decided last spring to hold a conference on the future of C.A.U.T.

This Conference, which was held at Hovey Manor, North Hatley, Quebec, on the week-end of September 9-11, 1966, brought together a small group of faculty members representing a cross-section of the Canadian university community and all with considerable experience in staff association work at various levels. Among the participants were the members of the present and past Executive and Finance Committees of the Association, the chairman of l'Association des professeurs des universités de langue française du Québec (A.P.U.L.F.Q.), a representative of the executive of the Ontario Council of University Faculty Associations (O.C.U.F.A.), the chairman of the Academic Freedom and Tenure Committee, and the members of the national office professional staff.

The participants in the Conference were: Professors Y. Bédard (Laval), D. R. Cherry (Saskatchewan), J. B. Conacher (Toronto), Stewart Fyfe (Queen's), R. E. George (Dalhousie), W. H. Hirtle (Laval), Henry Kreisel (Alberta), Howard McCurdy (Windsor), Gerald McKay (McGill), Edward Maher (New Brunswick), J. B. Milner (Toronto), Edward Monahan (National Office), Cyrias Ouellet (Laval), G. Rosenbluth (UBC), Louis Rousseau (Laval), Donald C. Rowat (Carleton), Jacques St-Pierre (Montréal), Frank R. Scott (McGill), J. Percy Smith (National Office), Robert W. Torrens (Western), Roy Watson (Victoria), Arthur W. Wood (Manitoba), and Mireille Lapointe (Research Officer, National Office).

No resolutions were passed at the Conference. Nor was any specific blueprint for action drawn. However, the Conference provided the occasion for a frank and amiable discussion of many issues of vital concern to the Association. The highlights of the Conference are

presented here in the hope that they may stimulate further reflection, among a much larger group of Association members, on these issues affecting the future of C.A.U.T.

This report on the Conference presents working papers delivered at the beginning of the Conference by the Executive Secretary and the Research Officer and a much abbreviated edition of the following two days of discussion. The portion of the discussion which is printed here has been edited from a full transcript of the proceedings available on tape. In editing the tapes, I have endeavoured to retain the informal nature of the discussions and to preserve the more significant comments and suggestions. It need hardly be said that only a small portion of the two days' discussion is printed here and your Editor bears responsibility for the editing.

By way of an appendix the present constitution of C.A.U.T. is printed, along with a brief analysis of how it is interpreted.

E. J. M.

I. STATEMENT BY THE EXECUTIVE SECRETARY

The reasons that were present in our minds when we proposed the calling of this conference were of three classes : those connected with the general philosophy underlying the development and progress of our Association; those connected with specific aspects of the present structure of the Association and with the activities of the national office; and those connected with the areas of research into which we are now moving or may wish to move.

The Association is the living expression of the feeling, which reached the point of intensity about fifteen years ago, that something must be done — about salaries, about pensions, about tenure, about the protection of academic freedom, about feudal patterns of university government. As the Association grew, discovering its strength, it also discovered its deeper purpose. This was nothing less than the working of a revolution in Canadian university life, through the demand, insistent but never irresponsible, that the idea of the community should displace the idea of the corporation in the organization of our universities; that the central position of the faculty as the permanent citizens of the universities, in whose hands the efficacy and fate of higher education rests, should be recognized; and that that recognition should be embodied

in terms of institutional change, so that in every decision affecting the universities, whether taken at levels within the institutions themselves, or through the agency of government, or elsewhere, the faculty would be considered, consulted, and involved.

The various means adopted in the pursuit of this purpose, and their relative successes and failures are not my subject. It is familiar enough to this audience that for the first several years of the Association's existence its primary objective was to stir the faculty members to awareness of the truths of their own situation and of the need for change. We recall the debates which went on, in the *Bulletin* and elsewhere, on the subject of university government, which led to the publication of the volume of essays called *A PLACE OF LIBERTY*. We recall that the meaning of the debate was underscored by the remarkable growth of the Association, the improvement of working conditions for faculty, and the publicity given to one or two cases where the rights of faculty members were flagrantly denied. We recall also the establishment of the national office, followed so quickly by Stewart Reid's remarkable success in bringing into being the Duff-Berdahl study — though he never knew it by that name.

To some extent our constitution has reflected the development, as a constitution should do. At first we had a very short, simple, and open document, which was the despair of a succession of Secretaries. Then our present constitution was drawn up — a document, some would now say, which attempts to spell out too specifically the pattern of an organization whose nature and purpose imply change and growth. One must note, however, that in both constitutions, one basic fact about the Association is recognized: that its strength depends almost entirely on the strength of the local associations. The national organization and the national office are essentially a means whereby the local associations discover their common purposes, and in pursuing these serve each other. Their leadership becomes the leadership of the national body. Their concerns dictate its program. In this sense, whatever the technicalities may be, the spirit of federation has informed our whole structure and programme.

I have referred to the revolutionary purpose and movement of the Association. Let me illustrate by a concrete example certain effects of that purpose and movement. Last May I attended two conferences in uncomfortably quick succession. The first of these was a conference of the Ontario Council of University Faculty Associations, and its

bulkiest item of business was a day-long discussion of the Duff-Berdahl Report, participated in by faculty members from all the universities of Ontario, by student representatives from some campuses, and by some individual visitors such as Mr. Justice Freedman of Manitoba and President Armstrong of Calgary. There, on the campus of a university that has had a long history of maladroitness and petty tyranny in its government, this conference was marked by the candour of its discussions and by the clear sense of assurance that we are moving toward the achievement of our purposes and are not going to be stopped.

From that meeting I went to Beverly Hills to attend a conference on "The University in America", called by the Centre for the Study of Democratic Institutions. The first address at that conference was given by Mr. Walter Lippmann, who argued with great eloquence for the full recognition of the place that universities must have in contemporary American life, and stressed that if such recognition is to be achieved the faculty must be given its central role, unchallenged. I cannot resist the desire to quote three or four sentences from that address :

"What I (do) say is that the community of professors is, in the modern world, the best available source of guidance and authority in the field of knowledge. There is no other court to which men can turn and find what they once found in tradition and in custom, in ecclesiastical and civil authority. Because modern man in his search for truth has turned away from kings, priests, commissars and bureaucrats, he is left, for better or worse, with the professors

"... in the field of truth and error about the nature of things, and of the history and future of the universe and of man, the state and its officials have no jurisdiction. When the scholar finds that two and two make four, no policemen, no judge, no governor, no legislator, no trustee, no rich alumnus, has any right to ordain that two and two make five. Only other scholars who have gone through a mathematical training equivalent to his, and are in one way or another qualified as his peers, can challenge his findings that two and two make four. Here, it is the community of scholars who are the court of last resort.

"It follows that they are the court of last resort in determining the qualifications of admission to the community of scholars — that is to say, the criteria of appointment and the license to teach The selection and the tenure of the members of the community of scholars is subject to the criterion that scholars shall be free of any control except a stern duty to bear faithful allegiance to the truth they are appointed to seek."

During the two days that followed on Lippmann's speech, speaker after speaker and panelist after panelist discussed the ills besetting the university in America. Only twice was Lippmann's argument reverted to: once by Linus Pauling, who by ignoring a panel chairman's deadline found occasion to assert the need for faculty self-government; and once, in the dying minutes of the conference, when Robert Hutchins made a wistful proposal for a brand-new self-governing university, and was brushed aside gloomily by the Vice-President of the Ford Foundation. The conference ended in pessimism; the A.A.U.P. had never been mentioned.

Yet the A.A.U.P. is a great and important body, and I hope it will not be thought that I am suggesting a silly smug comparison between it and the C.A.U.T., for nothing could be farther from my mind. We owe an enormous debt to the A.A.U.P. It has repeatedly assisted us both directly and indirectly in the most generous fashion; and the complexity of its problems makes ours seem almost childishly simple. The point that I want to make is that the A.A.U.P., which is in my opinion a highly successful organization, has chosen not to be a revolutionary body; it has achieved its success by limiting its program within rather clearly defined bounds, and going to work within those bounds in a thoroughly professional manner. The question that I want to raise is how far, in the C.A.U.T., we wish to proceed with the programme of revolution of which I have spoken, given the limited resources that are at our disposal? We should doubtless all agree that our work in connection with salaries and related matters, with academic freedom and tenure, and with the reform of university government, must proceed; but how much further are we justified in going?

It is a fact, which need not be illustrated here, that as the Association grows in size and significance, especially in this period of public concern about higher education, we are more and more frequently looked to for support, advice, and participation, by a great many bodies, particularly governmental or semi-governmental ones. It is obvious that if we are to proceed farther in our larger programme, continuing our efforts to establish the place of the university professor in Canadian life, we must expect that these demands on our professional body will continue to increase. We shall be obliged to participate in a good many activities that bring little or no direct benefit to the C.A.U.T. or its members, but form a part of our service to the society in which we exist.

The determining of our programme is affected by another set of problems. This has to do with the programme being developed and carried on at the level of the local associations and at the level of provincial authority. The ultimate carrying forward of reform in university government — like many other activities — must be done by the local faculty association, because there the confrontation between faculty and board must occur. Similarly, the ultimate negotiation of a great deal of work in connection with university financing and with such matters as entrance standards and university programmes must be done at the provincial level, because there the confrontation of faculty and government in these matters occurs. The work of O.C.U.F.A. and A.P.U.L.F.Q. is to be discussed later. I should like to make only two points; first, the very obvious one that operations at local, provincial, and national levels are becoming increasingly onerous and expensive, and it would be folly not to recognize this and to perceive that these are an essential part of what I have called our revolution; second, that all three levels are closely involved and deeply interdependent, and that it would be even greater folly to suppose that we can settle the problems that arise at one of them before we go on to the others. The revolution is one; what happens in one area affects and is affected by all the rest. If at some points the operation is not strong enough, then the means must be sought of strengthening it; but this must not be done at the cost of weakening it elsewhere.

I am not here arguing that the larger programme must be proceeded with, but only that it cannot be proceeded with in bits. It seems to me that we have several choices before us. We may indeed decide to proceed with the larger programme. If we are to do so, then certain changes of structure in the Association are going to be required, and some of these will be difficult; for that programme implies extension of our effort at all three levels that I have mentioned.

Instead, we may decide to restrict our national efforts mainly to dealing with the strictly professional matters of academic freedom and tenure, salaries, etc., doubtless including the reform of university government with these, since we are so far committed to it. This need not be a particularly difficult course to adopt, I think. It would imply our giving up our claim to speak for the universities, yielding entirely to the A.U.C.C. the right to speak for them and for us in all matters other than those which are in the strictest sense professional. In doing so, we should only be recognizing what the A.U.C.C. already claims, and

with at least some justification : that, as its Executive Director told me a few weeks ago, “We *are* the universities !” We should be delivering ourselves of many problems that now absorb our time and energy, and placing them in the hands of an organization with a central office staff which at this moment is at least fifteen times as large as ours and is expanding, and financial resources which by comparison with ours are unlimited. And we should undoubtedly earn the warm approbation of many a university president who feels that above all things we must not rock the boat.

A third possibility is that we largely abandon the national effort of the Association, retaining only a large enough secretariat to carry on the liaison work that would still be required, and let the burden be carried by regional groups of faculty associations as these emerge, and as each of them sees fit.

For me, as for you, these choices are not equally attractive. On the other hand, none of them seems to me impossible, and each has certain merits. There are, of course, other possibilities, but I need not exhaust them here. My aim has been to prompt two questions for full discussion :

- (a) What is our objective, and what kind of programme does it imply ?
- (b) What kind of structure do we require in order to carry out that programme most effectively ?

It is our hope that this conference may, through the discussion of these questions and many related to them, provide a consensus that will help in guiding the Executive and Finance Committee and the national office through the next period of our history.

J. Percy Smith

II. EXPOSÉ PRÉPARÉ PAR LE CHARGÉ DE RECHERCHES

Dans son exposé le secrétaire général traite de la question de l'étendue du champ de l'activité de l'Association, question à laquelle sont directement reliées celle du rôle de l'Association au niveau national et celle des moyens à utiliser pour couvrir les dimensions du champ de l'activité et jouer le rôle auquel l'Association se destine.

La recherche fait partie des moyens qui participent à réaliser certains objectifs. En jetant un rapide coup d'œil sur les activités de l'Association des dernières années, il est indéniable et évident que la recherche a contribué à une dimension dans l'étude des questions et la justification des problèmes et des solutions sur lesquels l'Association a arrêté ses efforts.

Quant à la recherche, nous devons distinguer deux ordres : d'une part celui de la matière et des sujets sur lesquels doivent porter les études : cet aspect est immédiatement relié au domaine de l'activité de l'Association; d'autre part celui de la structure et de l'organisation de la recherche : cet aspect porte sur les cadres à utiliser pour jouer le rôle que l'Association se définit. Je traiterai consécutivement de ces deux ordres.

I. Ordre de la matière et des sujets à l'étude

Il serait pour moi inopportun de dresser une liste de sujets d'étude auxquels l'Association devrait s'attacher. Ce serait présumer des recommandations qui émergeront à l'issue de la présente rencontre. Cependant l'Association est déjà engagée dans certains secteurs, et à moins que les centres d'intérêt de l'Association soient complètement déplacés, il me semble que certaines questions nécessiteraient une étude en profondeur dans un avenir rapproché.

a) secteur des conditions économiques de l'emploi

Mise à part l'étude actuelle des traitements des professeurs qui est menée depuis nombre d'années par le comité des traitements et qui, par l'établissement de sous-comités, contribue à étendre davantage l'analyse des divers facteurs reliés aux traitements offerts aux professeurs dans les universités, il apparaît urgent d'utiliser également une approche davantage sociologique dans l'étude de cette question.

Cette approche porterait sur l'étude des conditions et des facteurs reliés à l'engagement et à la promotion des professeurs, ceux qui influent sur l'échelle des traitements et le rang académique que l'on offre à un professeur au début de son engagement, etc. Ces facteurs privilégiés, tout en tenant compte de l'âge, du degré universitaire, du nombre d'années depuis l'obtention du premier et du dernier degré universitaire, seraient, et pour n'en citer que quelques-uns, le genre d'expérience antérieure du candidat, les éléments immédiats qui participent à sa promotion à un rang académique supérieur, les conditions rattachées à la mobilité

des professeurs entre les universités, de l'université vers d'autres « industries » et de d'autres « industries » vers l'université.

L'on connaît déjà les données sur les échelles de traitements et certaines caractéristiques des professeurs mais on ne possède pas les éléments de la structure administrative qui déterminent que tel palier de l'échelle des traitements, que tel rang académique sont à appliquer à tel individu et selon tel genre de circonstances. Une étude plus sociologique, que je propose et qui n'est qu'une esquisse très superficielle et trop rapide, fournirait des éléments quant au fonctionnement de cette structure administrative, quant aux éléments qui, par exemple, justifieraient que, bien que l'échelle des traitements soit très alléchante, certains groupes de professeurs sont effectivement situés à un palier inférieur de l'échelle de façon telle qu'ils ne bénéficient pas d'un traitement convenable.

b) secteur de la besogne du professeur d'université

Un comité a été constitué depuis quelques mois avec le mandat de formuler une politique relative à la besogne normale du professeur d'université à l'égard de l'enseignement, de la recherche, des tâches administratives et des autres activités. Le travail du comité a jusqu'ici consisté à établir l'étape préliminaire d'une vaste enquête visant à obtenir les données sur la besogne actuelle des professeurs.

À l'occasion d'échanges avec plusieurs professeurs et alors qu'il était question de cette étude sur la besogne du professeur, très fréquemment la conversation déviait sur les questions reliées au financement et à l'orientation de la recherche dans les universités.

L'étude de la structure de financement de la recherche et de l'influence qu'exercent les mécènes sur le choix de la matière et du genre de recherche est une question qui gagnerait à être étudiée et peut-être avant que le comité de la besogne du professeur ne dépose son rapport. L'étude des conditions de la recherche dans les universités, bien qu'elle ne soit pas reliée directement à celle de la besogne du professeur, peut devenir urgente lorsque ce dernier comité soumettra son rapport. Le mandat de ce comité ne porte ni sur les conditions économiques de la recherche ni sur les incidences du financement sur les secteurs de la recherche mais il est peut-être à prévoir que certaines recommandations de ce comité quant à la place que la recherche doit occuper dans l'ensemble de la besogne n'amènent l'explosion du problème de la recherche dans les universités.

II. Structures et organisation de la recherche

L'Association ne s'est jamais dotée d'une structure permanente de recherche. Tour à tour des comités d'étude ont été constitués pour traiter de problèmes particuliers. Selon la nature des questions à l'étude, ces comités sont demeurés ou ont été dissous. Également l'Association a soumis des mémoires à certaines commissions d'enquête de même qu'elle fut l'un des parrains des commissions Duff-Berdahl et Ingraham. De plus certains professeurs ont apporté leur collaboration et ont mené à terme certaines études dont, par exemple, celles des professeurs Soberman et Hurtubise sur les incidences juridiques de la permanence de l'emploi dans les universités. En 1963, un poste de préposé à la recherche était créé au secrétariat permanent. Les fonctions rattachées à ce poste sont principalement de l'ordre de la documentation et de la recherche. Depuis trois ans, les questions majeures mises à l'étude par le préposé à la recherche ont porté sur des relevés annuels décrivant les avantages sociaux et, depuis ces derniers mois, une étude sur la besogne du professeur d'université.

Le cadre utilisé pour la recherche a été jusqu'ici multiple. Selon la nature des questions à l'étude, une certaine organisation a été mise sur pied et la recherche s'est intégrée à cette structure.

Si l'on examine la nature des questions qui furent jusqu'ici étudiées, ce fut parce que l'étude de ces questions était devenue essentielle et nécessaire pour fournir les éléments immédiats d'un problème urgent à résoudre. La seule recherche qui semble faire exception est celle sur la besogne du professeur d'université; mais depuis que le projet a été accepté par le bureau de direction et sanctionné par le conseil et depuis qu'une certaine diffusion de la nature de l'étude a été faite, il apparaît que les données que nous obtiendrons par cette étude ne précéderont pas de très loin dans le temps le moment où cette question de la besogne du professeur sera un problème auquel les professeurs auront à apporter des solutions.

Je pose la question qui m'apparaît essentielle quant à la recherche. L'Association doit-elle envisager des mesures afin d'établir une structure permanente de recherche dans le sens d'un cadre organisé qui aurait à étudier certains secteurs (limités par le but et le rôle de l'Association) non pas au moment où l'étude est fonction des éléments et des solutions à un problème grave et fondamental mais plutôt une structure organisée

de recherche qui par ses études fournirait des connaissances dans des domaines qui ne sont pas nécessairement en état de crise ?

ou

L'Association doit-elle continuer à considérer la recherche, que ce qu'elle a été jusqu'ici, c'est-à-dire une dimension nécessaire dans l'étude des solutions aux problèmes majeurs qui préoccupent l'Association ?

Mireille Lapointe

III. DISCUSSION

Monahan : I would like at this point to make a few remarks concerning the day-to-day operations of the national office, remarks on what may be termed "housekeeping". Several years on the executive of a local staff association and attending Council meetings, several more years on the Executive and Finance Committee, including one as Treasurer, did not equip me fully to appreciate the volume and variety of work handled by the staff in the national office. Working in this office is no assignment for a person seeking a dull life or a langorous one.

A year's experience in the office is the basis for the following judgments on our activities there. I think that we manage very well routine matters : correspondence, enquiries, the more-than-occasional personal interview, and the like. Even with the sharp increase in membership and in the number of our affiliated associations, we are (I think) managing to cope satisfactorily with the needs to provide ordinary service of information and liaison to our members.

A weakness

Visits to local associations, an essential part of maintaining effective liaison between the national office and local associations, have increased during the past year. But these visits are not as frequent or for as long a duration as they might be. Moreover, the lack of an Associate Executive Secretary fluent

in the French language has meant that contacts between the national office staff and our colleagues in the French-language institutions have not been as frequent or as productive as they should be.

Our inability to appoint an Associate Executive Secretary who can properly fulfill this role is, to my mind, the biggest flaw in the present operation. Budgetary provisions have been made for such an appointment and efforts to find a suitable person have been engaged in for more than a twelvemonth. These efforts need to be intensified; for the demand is pressing.

I would also like to remark that there are certain types of activity which the national office staff is not presently doing as well as it should. As I mentioned a moment ago, routine enquiries are handled with reasonable despatch and quite effectively. Regularly, however, we receive from local associations requests for extended comment on draft submissions which are being prepared for presentation to administration or board or to government — submissions on salaries, university government, suggestions for the improvement of tenure provisions, revisions of faculty handbooks, and the like. Such requests cannot be met properly by jotting down a few notes prior to dictating a one-page letter of reply. They require, indeed they deserve, careful reflection and lengthy response. Continuously engaged as we are in a host of pressing routine matters, we frequently lack the leisure to perform these services well. An addition to the professional staff would do considerable to improve this situation.

*Bulletin
matters*

Lastly, I want to mention the *Bulletin*. It is now to be edited in the national office and has become my responsibility. I hope that this will result in an improvement in certain aspects of this operation. How much it will increase the work-load in the office can only be conjectured at this time. But it will be considerable. I would like to emphasize my view that the sooner we get on to a system of direct mailing of

the *Bulletin*, the sooner we will move towards an improvement in our communications with our members. The present system of bulk mailing is inherently inefficient and wasteful and, in my opinion, the cause of much ill-will towards C.A.U.T. by an indeterminate number of members.

Ouellet :

il faut se rappeler les conditions qui ont favorisé la création de l'Association des professeurs des universités de langue française du Québec. En 1964, la Commission Parent déposait une tranche de son rapport : certaines recommandations portaient sur l'établissement d'un ministère de l'éducation. Le gouvernement de monsieur Lesage s'appliquait à consulter les corps intermédiaires au sujet des réformes que son gouvernement se préparait à introduire.

A.P.U.L.F.Q.
les origines

L'A.P.U.L.F.Q. prit naissance au cours de l'été 1964; Laurie Gauvin fut le premier président; je lui succédai l'an dernier.

les buts

Cet organisme groupe les professeurs de l'Université Laval, de l'Université de Montréal, de l'Université de Sherbrooke, de l'École des Hautes Études commerciales de Montréal, de l'École polytechnique de Montréal et de l'École de Médecine vétérinaire du Québec. Au moins un délégué de chacune des institutions membres siège au bureau de direction. L'Association se propose le progrès des institutions universitaires de langue française du Québec et la sauvegarde des intérêts professionnels de ses membres.

les travaux

Depuis un an, les multiples rencontres du bureau de direction portèrent sur l'étude des recommandations de la Commission Parent dans la partie du rapport qui concerne les relations entre les universités et le gouvernement de la province et l'instauration d'un office des universités, organisme semi-indépendant, qui sous certains angles s'apparente à l'*University Grants Committee* de Grande-Bretagne. Plusieurs événements survenus dans la province ont demandé une action immédiate de l'A.P.U.L.F.Q. Mentionnons qu'à l'été 1965, le gouvernement du Québec a mis sur pied un

comité *ad hoc* chargé d'étudier les budgets des universités. Nous sommes intervenus au moment de la création de ce comité d'étude : nous avons obtenu que deux professeurs siègent au comité. Cette affaire des budgets a été assez fâcheuse : rappelons la coupure de quarante millions dans les subventions du gouvernement. Nous regrettons profondément les conséquences de cette affaire; toutefois nous avons réalisé l'importance d'une structure intermédiaire forte, capable de travailler de façon continue avec les fonctionnaires du ministère de l'éducation. A ce sujet nous avons rencontré tout dernièrement les membres du comité qui groupe les recteurs des universités de la province; nous leur avons fait part de notre conception de ce cadre semi-indépendant, intermédiaire entre le gouvernement et les universités.

Ce cadre, cette structure intermédiaire, que nous proposons, est assez différente de celle de l'*University Grants Committee* : ce serait un organisme non gouvernemental, aussi indépendant que possible, au sein duquel participeraient les administrateurs, les professeurs et quelques fonctionnaires du ministère. Nous ne croyons pas qu'il faille que tous les membres de ce comité soient des universitaires; nous insistons cependant pour qu'ils soient nommés par les recteurs et les associations des professeurs. Nous envisageons pour cet organisme la nécessité de rencontres très fréquentes, plusieurs fois par mois et ceci toute l'année. La continuité de son travail est essentielle non seulement parce qu'il aura à étudier les budgets mais aussi parce qu'il devra collaborer à l'établissement de plans, conjointement avec les fonctionnaires du gouvernement. Ce comité ne se limitera pas à étudier les seules questions que le gouvernement voudrait lui soumettre; il devra aussi se pencher sur d'autres matières reliées à l'enseignement supérieur.

Fyfe :
O.C.U.F.A.

The Ontario Council of University Faculty Associations (O.C.U.F.A.) had its origins some four years ago. At that time the establishment of a University Advisory Committee by the Ontario government

underlined the need of faculty in Ontario universities to have some organ through which they might speak with a united voice.

The Council comprises representatives, usually the presidents, of staff associations of the universities in Ontario, and the Executive Secretary of C.A.U.T. is *ex officio* a member. Its budget is derived from an annual fee contributed by Council members on the basis of one dollar per member of the local association.

Activities

During the past several years O.C.U.F.A. has engaged in various activities. These include the submission of briefs to the provincial government on *University Education in Ontario*, on some aspects of the proposed community colleges. Last year O.C.U.F.A., in conjunction with The Ontario Presidents' Committee (a group representing the heads of Ontario provincially-assisted universities), submitted a joint brief on the status and function of the provincial University Advisory Committee — urging that this group be strengthened.

At the invitation of the Presidents' Committee, O.C.U.F.A. participated in a two-day meeting last June at which a number of items of mutual concern were discussed, including the Ontario Student Loan scheme. O.C.U.F.A. has made representations to the Ontario government on university acts, and stands prepared to do so again whenever such action is judged appropriate.

A permanent O.C.U.F.A. secretariat

At the spring meeting, held in conjunction with a seminar on the Duff-Berdahl Report, a recommendation was made that O.C.U.F.A. establish a permanent office with an Executive Secretary. Decision has been deferred pending further study of the proposal.

Personally, I think that the establishment of a permanent O.C.U.F.A. secretariat would be a good thing, provided we can find someone to fill the post of secretary. I also think that if there were a perma-

ment man representing O.C.U.F.A. he would, in effect, be spending a good deal of time on C.A.U.T. activities. If the post is established, there is need for a strong connection with the national organization and some kind of joint arrangement between the two (O.C.U.F.A. and C.A.U.T.) about sharing the work.

George :

*Future financial
implications for
C.A.U.T.*

I think that the most important thing for this conference to concern itself with is the questions of what sort of activities C.A.U.T. should take up in the future and what its nature should be. I think that, if past trends in revenue and expenses continue, we're moving into trouble. If our income continues to increase at the rate it has in the past, then the Association can afford activities at the level which it is presently carrying on plus those additional activities or improvements in present activities we can expect from the appointment of the additional professional staff member already agreed upon. But when this point has been reached, I think that this is about as far as the revenue of C.A.U.T. will permit for the years ahead, unless something is done to increase revenues.

Rosenbluth :

*The scope
for C.A.U.T.
activities*

What is the proper scope of activities for an association of university professors ? To some extent, I suppose, this is a question which applies not only to the national association but to provincial and local associations as well. Should the scope of our activity be confined primarily to measures that can be said to have some relation to the welfare and working conditions of the university professor; or should the scope be such as to embrace everything that has any relation to higher education ?

Fyfe :

*Universities
are public
institutions*

Part of this problem is the result of the change in the role of government. In Canada now, unlike the United States, almost all universities are public institutions. This immediately puts us into the political or governmental arena, and I don't think that we now can go back to dealing with what you might call purely professional matters.

Scott :

*The essential
function
of C.A.U.T. :
to create
an image*

I have been trying to ask myself, what are the functions now performed by C.A.U.T. ? And I have listed them. The first essential function, I think, is to create an image across Canada of the role of the university in society and of the professors in the university. C.A.U.T. does this on a larger level with more effect on more people it seems to me than would be the case if there were only provincial associations. I think that there has to be a constant development of this image of the university.

A university will be in a province. But no university really belongs to that province, in the sense that its functions are just provincial. A university is part of an international community of scholars, and its members are related to persons all around the world performing the same task. The question of constitutional jurisdiction over universities is one that has to be put up with but it doesn't define our role as university people.

*Other
functions*

To me, it is this kind of symbolic function which is the most essential one C.A.U.T. has performed. Obviously, it is an information center for all sorts of things : salaries, pensions, tenure, academic standards, etc. The *Bulletin* is extremely useful. The work on academic freedom is tremendously important, because there are times when the existence of a final court of appeal, as it were, enables the local people to be much more effective in standing up for their rights than they would otherwise be . . . I'm not sure about research — I think that a certain amount should go on in the national office and I think it would help if the production of good books on particular topics were promoted . . . C.A.U.T. has now to be to some extent a spokesman for faculty vis-à-vis government; but this is complicated by the development of provincial associations.

I do think that we would all agree that C.A.U.T. does not yet sufficiently represent in its national office the enormously important fact of the great growth of

the French-language universities. As long as we are predominantly a group of English-speaking and English-thinking people, we will not present to Quebec the image of a useful body... I don't think that the essential Canadian dualism is sufficiently represented in C.A.U.T.

Hirtle :

*C.A.U.T.
should advise;
local
associations
should do
more work*

I feel that C.A.U.T. should make very clear to local associations what can be done at the local level, even saying: "Now look, we want you people to handle this." C.A.U.T. can advise, can counsel; you can do everything you like but don't do the work. The same holds at the provincial level. Here again I think it would be quite useful for C.A.U.T. to be thinking of the type of thing that can best be done at the provincial level and be ready to suggest and, if necessary, when questions come in to throw the ball right back by saying, "We think that you can do this better than we can. We'll give you all the help we can; but please get used to working on your own." I think that this would do a great deal to strengthen both local and provincial associations. And it might leave the national association free to treat of more general, and in my opinion more important problems — such as those of providing the general principles on which other levels can work.

Rosenbluth :

*Economies of
scale and
properly
national
activities*

I think that there is a good deal of merit in these suggestions. But I'm not sure just how to interpret them. There are many functions which can be performed very well at the local or provincial level, but which are performed more efficiently at the national level. And these are often matters involving not only general principles but technical details. For example, C.A.U.T. is now participating in a study of pensions. There are good reasons for a national study of this matter, for (as Professor Scott has said), while our universities are provincially administered, they are really parts of a national or even international community. And we are very much interested in having pension schemes which do not inhibit mobility between universities, between provinces, and between countries.

*The problem
of mobilizing
our personnel
resources*

Another point I would like to make concerns the mobilization of our resources in manpower. There is a real problem here, and one we haven't really solved in C.A.U.T. We have scattered through our membership a vast number of experts in a large number of fields. I'm sure that there are many more people willing to work for their locals, for their provincial organizations, and for the national association than we have so far managed to get hold of. To some extent this is a function of the very rapid expansion of our membership, which has undoubtedly led to some loss of contact. As far as solving this problem, one must assign a very important role to the local associations, because the normal pattern by which a person becomes involved is through the local organization in the first instance.

Torrens :
*C.A.U.T. has
assumed a role
of leadership.
This should
be continued.*

I think it is obvious that all of us feel that C.A.U.T. has to continue as a clearing-house for information and as a co-ordinating agency. We also feel that it has to continue and improve as much as possible its advisory function to local associations, and I think it must certainly try to increase the number of visits made by the staff in head office to local associations. I feel, however, that even though this is a very important function, it is no more important than that of assuming a role of leadership in general education on academic matters and no more important than that of being a spokesman on academic and university matters — a role I think many of the rank and file members wish C.A.U.T. to play. It seems to me that the Executive took this direction a number of years ago, when we organized the study of the role of faculty in university government, when we investigated the year-round operation of universities. I feel that we should continue on this path as far as our resources allow us — to accept the role of leadership; to accept the role of spokesman. It seems to me that the most important thing for this conference to do, if others agree with such a role, is to discuss how we can effectively accept this job and get on with it.

...I think that part of our problem of communicating with the membership can be solved if we undertake a system of direct mailing. There are difficulties involved in getting accurate lists of members and keeping them up to date. But with direct mailing most members would receive the *Bulletins*, which are now in some cases delayed months, and other communications.

Hirtle :

The national association cannot possibly reach individual members, but I do think it can reach local associations and their officers. Once they are impressed, they will transfer or communicate their impression of the national association to their individual members.

Maher :

Some practical suggestions

Would it be worthwhile considering listing in the *Bulletin* or in some appropriate cases reviewing in the *Bulletin* submissions from local associations which have general interest ? This would improve communications and might even encourage some people to ask why none of their local reports has ever been listed in the *Bulletin*.

Conacher :

I would like to make a suggestion. The secretary in many local associations is the busiest man and also one who may be changed every year. I think it would be better if each local association appointed a C.A.U.T. liaison representative, say to a three-year term of office, so that there is some continuity, and I think that such a person should be a past president.

At this point there was a lengthy discussion on membership eligibility. Since this matter will be dealt with later, it has been omitted here.

Rosenbluth :

Relations with regional groups

May we now turn to a discussion of another organizational problem, namely, how we ought to adapt ourselves to the emergence of new organizations such as O.C.U.F.A. and A.P.U.L.F.Q., which are very new and still developing but which were not provided for in any way at all when this organization (C.A.U.T.) was founded and its structure laid down ?

Hirtle :

*C.A.U.T.
constitution is
ambiguous; this
makes relations
difficult*

The suggestion has been put forward at our local level that we find the present constitution a bit ambiguous on the precise nature of the structure of the Association, ambiguous in the following sense. The constitution speaks of Association members and also it speaks of individual members. And we were wondering in our own minds if the C.A.U.T. is strictly speaking an association or a federation of associations.

I think that historically this ambiguity is quite justified and was even necessary to bring C.A.U.T. to the point where it now is. And I think it can be taken as a point of pride that we are now at the stage where we can look at the structure and think of some possible means or other of clarifying it.

*A federated
structure
proposed*

The feeling at Laval is that the situation would be greatly clarified and that perhaps it would help a good deal if the C.A.U.T. were to be changed into a federation in the full sense of the word, that is to say, that we have a federation of local associations with no individual members. I think that the advantages of this can be brought out in several respects. The difficulty of making contact with local members has frequently been mentioned and will go on increasing. With a properly federated structure, the problem of keeping in contact with individual members will be solved : it will be the duty of locals to do this.

Secondly, it has been mentioned that there must be operations simultaneously on three levels : national, provincial, and local. Here again I feel that a federated structure would clarify precisely how to go about this, whereas if we maintain the present ambiguity of individual members and Association members at the national level, we're never quite sure what the responsibility is at what level.

With regard to the provincial associations, the feeling at Laval is that when any group of local associations in a province feel that they have an organization which really represents them, then they could ask the national association to consider (shall we say) a

federation at two levels. The local associations would be federated on the provincial level, and then the provincial grouping would be federated into a national group.

I think that with some sort of structure as this the lines of development could be cleared. But nothing would be forced.

Rosenbluth :
*C.A.U.T. is a
federation*

I'm going to indulge in the bad form of making one or two remarks now before I throw this discussion open. I'm going to address myself to one aspect of the previous remarks, namely the semantic one. The suggestion has of course been made before that there is some ambiguity in the character of the C.A.U.T. I think that this is the kind of semantic point which arises when you say that there is some kind of ambiguity in the character of a sofa, since you don't know whether it is a bed or a chair. That is to say, the ambiguity arises only because you choose to set up a limited number of ideal types, and you limit this number in such a way that C.A.U.T. does not fit one or the other. The C.A.U.T. is what it is. There is no ambiguity about its constitution or about the role played in it by both individual members and locals.

As far as the problem of participation by individuals is concerned, I must say that my own image is precisely the opposite (to the one outlined by Professor Hirtle). I think that the trouble we have in maintaining contact with individual members occurs precisely because we have been working through the locals; and local association secretaries and executives have acted as a block impeding communications between us and individual members. We can't get our *Bulletin* to individual members because local secretaries forget to distribute them; we can't get notices to people because local secretaries don't distribute them. As far as communications are concerned, we'd be a lot better off if we were able to use direct mailing. This is purely a practical point.

To my mind, we have in fact a federated structure, that is to say, the policy-making body is the Council. As you know, the membership meeting which still exists in our constitution is not a decision-making body. I'm not sure I can see how we could get much more federated than we actually are.

McCurdy :
*Some present
ambiguities*

It is probably true that there are ambiguities in the constitution of C.A.U.T. There certainly are anomalies. We have a situation where local associations need to be federated with C.A.U.T. and yet individual members (of these local associations) may opt-out of C.A.U.T. This is an anomaly that it seems to me we could rid of by a federated structure. I am not so sure that by instituting a pure confederation, we are going to lessen contact with individual members. If we are going to do our job as a professional association, we must go out and involve every member of the profession.

Rousseau :

Our aim at Laval has been to try to give a sense of a university community. And to do this, to build a community of professionals, we found that we had to take some very difficult steps. We realized that our colleagues had to be sold, and we had to modernize our techniques of approaching them.

*C.A.U.T. takes
members for
granted*

We also have the feeling that some associations, and this includes C.A.U.T., have an attitude of taking members for granted. You must have a very serious contact with members. And when you begin putting problems to them you realize that they take greater interest in the association, especially if getting into contact with them is expensive. Members realize that they are paying for something; they want to know what is going on in the association and to get something out of it.

Rosenbluth :

I must say that if moving towards a federated structure means getting rid of two things we now have, namely, the option to individuals of opting-out and the annual membership meeting, then I'd be all for it.

Scott :

With regard to the constitution, quite frankly, I think that it is the least obstacle to progress. It seems to me that in the present constitution everything that needs to be done can be done, and nobody's forced to do anything he doesn't want to do. What frightens me in Professor Hirtle's suggestion — I may have misunderstood him — was an implication that local associations weren't to have any direct contact with the national office or weren't to be allowed to have.

Hirtle :

No, I didn't intend this. Certainly not. What I suggested is that the local associations form as members of the national association. And if at any point a group of local associations so desire — I don't think we are at that point now — they should be free to affiliate to form a true provincial association. But I stated clearly that I don't foresee this in the immediate future.

J. P. Smith :

In my view, the lack of communication between the Association and its members is due basically to several factors : the rapid turn-over in local executives, with the consequent effects on Council discussions when so many delegates are attending their first meeting of Council; and the inevitable inertia of so many individual faculty members who are inactive in their local associations.

*Local
defects*

Laval seems to have found a way to interest members in the activities of the local association. Their methods bear copying. Further, local associations must stop trying to operate on a shoestring. They need proper financing to provide them with the requisite staff assistance. It is at the local level that the spirit of professionalism must be created.

*Need to
develop
regionally
and
federally*

Recent developments on the provincial level emphasize the need for the development of strong provincial organizations, well informed and able to act quickly. A high priority must be given work at the provincial level. At the same time some means of bringing the significance of C.A.U.T. home to individual members must be sought. Different patterns for this will

have to be developed depending upon varying levels of growth. But the federal principle does need to be emphasized, not by reducing the number of problems to be dealt with by the Association but by increasing them and so involving more of our members in their resolution.

Rowat :

Some practical suggestions

I think that the C.A.U.T. should stand ready to assist in the establishment of provincial groups of faculty associations, not only by suggesting the advantages of this to the local associations in a given province but also by providing actual assistance to set up the organization. At the very least we should be encouraging local associations to give this matter serious study. And as a start, both O.C.U.F.A. and A.P.U.L.F.Q. should be invited to send observers to our Council meetings.

Rosenbluth :

As chairman of the meeting, I would like in conclusion to express my thanks on behalf of the Executive and Finance Committee and of the entire Association to all those who were willing to give up a week-end in order to come here to discuss with us the vital issues facing C.A.U.T.

IV. APPENDIX

A. CONSTITUTION OF THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

Amended as of Nov. 1964

NAME :

1. The name of the Association is the Canadian Association of University Teachers.

OBJECTS :

2. The Objects of the Association are to promote the interests of teachers and researchers in Canadian universities and colleges and to advance the standards of the profession.

STRUCTURE :

3. The Association is composed of the Council, the Executive and Finance Committee, and the General Membership.

COUNCIL :

4. The Council is composed of: (a) the President, or his alternate, of each of the member associations, and (b) the following officers of the C.A.U.T.:
 - (i) Past President
 - (ii) President
 - (iii) 3 Vice-Presidents
 - (iv) Secretary
 - (v) Treasurer
5. Notwithstanding any other provisions of this constitution, no one who is not a member of the Association is eligible to represent a member association on the Council.
6. The Council is charged with conducting the affairs of the Association.
7. The Council shall meet:
 - (a) once before and once after 1st of July of each year at such times and places as shall be determined by the Executive and Finance Committee.
 - (b) at such other times and places as the Executive and Finance Committee may in its discretion determine.
8. The first meeting of the Council required in Article 7(a) is the Annual Meeting of the Council.
9. The Executive and Finance Committee shall give the Presidents of the member associations who are entitled to be members of the Council at least one month's notice of all meetings of the Council.
10. A majority of the Presidents of the member associations who are entitled to be members of the Council may convene a meeting of the Council by giving at least one month's notice in writing to the members of the Council.
11. Each member of the Council has one vote.

12. Unless otherwise stated herein, all matters shall be decided by majority vote of those members of the Council who are present at a meeting of the Council.
13. A quorum of the Council is a majority of the members of the Council.
14. The Council may:
 - (a) admit to membership in the Council such staff associations at Canadian universities and colleges as the Council may determine by a two-thirds majority of members of the Council present at a meeting of the Council.
 - (b) elect to Honorary Membership in the Association such persons as the Council may in its discretion determine.
 - (c) appoint standing and *ad hoc* committees as it may in its discretion determine.
 - (d) levy on the members of the Association such dues and other assessments as the Council may determine by a two-thirds majority of all the members of the Council.
 - (e) do such other things as the Council considers necessary or expedient to advance the objects of the Association.
 - (f) admit to membership in a Headquarters Association of the Association persons at Canadian universities and colleges where no staff association exists.
 - (g) admit to associate membership in the Association persons who are retired but who are associate members of a local association which is entitled to representations on the Council.
 - (h) admit to associate membership in the Association faculty members who are visiting from a foreign country and who are associate members of a local association which is entitled to representation on the Council.
 - (i) levy on "Associate members" a nominal fee.
 - (j) suspend or terminate the affiliation of a member association, by a two-thirds majority of members of the Council present at a meeting of the Council.

15. Committees shall report to the Executive and Finance Committee at least once a year and at such other times as may be requested by the Executive and Finance Committee.
16. All questions affecting the interpretation of the provisions of this Constitution shall be decided by the Council and such decisions shall be final and binding.
17. This Constitution may be amended by a two-thirds majority of all the members of the Council, provided that at least four months' notice of amendment is given to the Presidents of staff associations who are entitled to be members of the Council.
18. The Council shall report through the President to the annual meeting of the membership on its activities, and shall distribute to the members of the Association minutes of its meetings, reports of its committees, and minutes of the annual meeting of the membership.
19. The Council may refer to the annual meeting of the membership for its consideration such matters as the Council may in its discretion determine.

THE EXECUTIVE AND FINANCE COMMITTEE :

20. The Executive and Finance Committee consists of the officers of the Council as set out in Article 4(b).
21. The members of the Executive and Finance Committee shall be elected annually by the Council at the annual meeting of the Council. The Executive and Finance Committee shall have the power to fill a vacancy that arises in the Committee during a term of office.
22. Any member of the Association is eligible for election to the Executive and Finance Committee.
23. No one shall hold any one office on the Executive and Finance Committee for more than two consecutive years.
24. No more than two persons from any one member staff association shall be on the Executive and Finance Committee at any one time.
25. The Executive and Finance Committee shall meet at least twice a year immediately prior to the meetings of the Council, and may meet at such other times and places as the President may determine.
26. The President is chairman of the Executive and Finance Committee.

27. The President shall give the members of the Executive and Finance Committee at least one month's notice of all meetings, except in case of emergency.
28. The Executive and Finance Committee is charged with conducting the affairs of the Association between meetings of the Council, and is responsible to the Council.
29. The Executive and Finance Committee may by mail or otherwise confer with and ballot the members of the Council, and between meetings of the Council the President may act on such ballot in the interests of the Association.
30. The Executive and Finance Committee shall report to all meetings of the Council and shall forward all reports of committees to the Council.

GENERAL MEMBERSHIP :

31. (a) A person engaged at a university or college at which there is a staff association which is entitled to representation on the Council may be eligible for membership in the Association on such terms as may be determined by the local staff association to be consistent with the objects of the Association as set out in Article 2.

(b) A person engaged at a university or college at which there is no staff association which is entitled to representation on the Council may be eligible for membership in a Headquarters Association on such terms as may be determined by Council to be consistent with the objects of the Association as set out in Article 2.
32. Any member may attend meetings of the Council as an observer, but may not take part in the deliberations or vote.
33. Any member may make representations to the Executive and Finance Committee at any time respecting matters relating to the objects of the Association.
34. There shall be an annual meeting of the members of the Association to be held at the time and place of the annual meeting of the Council.
35. The Annual Meeting may consider any matters relating to the objects and affairs of the Association.
36. No resolution or other action of the Annual Meeting is binding on the Council.

EXECUTIVE SECRETARY :

37. The Executive Secretary is the servant of the Council and except as provided by resolution of the Council is under the direction of the Executive and Finance Committee.
38. The Executive Secretary is *ex officio* a member of the Association.

HEAD OFFICE :

39. The Head Office of the Association shall be in Ottawa.

FISCAL YEAR :

40. The fiscal year of the Association ends on August 31.

ACCOUNT AND AUDITS :

41. The Treasurer shall submit to the First Meeting of the Council after the fiscal year end a balance sheet as at the end of the immediately preceding fiscal year and a statement of revenue and expenditures for such fiscal year.
42. The books of account shall be audited annually, and the reports of the auditors shall be submitted to the First Meeting of the Council after the fiscal year end.

STATUTS de l'Association canadienne des professeurs d'université

- texte conforme aux modifications adoptées en novembre 1964

nom

- Art. 1. Le nom de l'association est *Association canadienne des professeurs d'université*.

buts

- Art. 2. L'Association se propose l'avancement des droits des professeurs et des chercheurs des universités et des collèges du Canada et l'amélioration du degré d'excellence de la profession.

structure

- Art. 3. L'Association est constituée du conseil, du bureau de direction et de l'ensemble des membres.

Art. 4. Le conseil se compose :

(a) du président de chaque association membre, ou de son substitut, et

(b) des membres suivants du bureau de direction :

(i) le président sortant,

(ii) le président,

(iii) les trois (3) vice-présidents,

(iv) le secrétaire,

(v) le trésorier.

Art. 5. Sous réserve de dispositions contraires des statuts, seul un membre de l'Association est en droit de représenter une association membre au conseil.

Art. 6. Le conseil assure l'expédition des affaires de l'Association.

Art. 7. Le conseil se réunit :

(a) une fois avant et une fois après le premier juillet de chaque année, aux dates et aux endroits arrêtés par le bureau de direction;

(b) en d'autres temps et à d'autres endroits déterminés à la discrétion du bureau de direction.

Art. 8. La première réunion du conseil, prescrite à l'article 7(a). est la réunion annuelle du conseil.

Art. 9. Le bureau de direction soumet l'avis de convocation du conseil, au moins un mois à l'avance, aux présidents des associations qui ont qualité de membres du conseil.

Art. 10. Une majorité est requise parmi les présidents des associations, qui ont qualité de membres du conseil, pour convoquer une réunion spéciale du conseil, sous réserve d'un délai d'au moins un mois entre la convocation écrite adressée aux membres du conseil et la réunion du conseil.

Art. 11. Tous les membres du conseil ont droit à une voix.

Art. 12. A moins qu'il ne soit précisé autrement, toutes les questions mises aux voix requièrent une majorité des membres du conseil présents à la réunion du conseil.

Art. 13. Le quorum au conseil est défini par une majorité des membres du conseil.

Art. 14. Le conseil peut :

- (a) admettre comme membre du conseil toute association des professeurs des universités et des collèges du Canada à une majorité des deux tiers des membres du conseil présents à la réunion du conseil;
- (b) élire à titre de membre honoraire de l'Association toute personne qu'il juge à propos de désigner;
- (c) établir les comités permanents et les comités *ad hoc* qui lui semblent nécessaires;
- (d) imposer aux membres de l'Association des paiements et d'autres obligations, selon une majorité des deux tiers de tous les membres du conseil;
- (e) prendre toute mesure qu'il considère nécessaire ou efficace pour assurer la réalisation des buts de l'Association;
- (f) accepter comme membre individuel dans l'*association du secrétariat* de l'Association toute personne d'une université ou d'un collège du Canada où une association des professeurs n'est pas établie;
- (g) admettre comme membres associés de l'Association des personnes qui, à leur retraite, sont membres associés d'une association locale, laquelle a droit à la représentation au conseil;
- (h) accorder le statut de membres associés de l'Association aux professeurs étrangers de passage au pays, qui sont membres associés d'une association locale, laquelle a droit à la représentation au conseil;
- (i) percevoir une cotisation nominale des membres associés;
- (j) suspendre ou terminer l'affiliation d'une association membre à une majorité des deux tiers des membres du conseil présents à la réunion du conseil.

Art. 15. Les comités font rapport au bureau de direction au moins une fois l'an et en toute autre occasion que le bureau de direction peut déterminer.

- Art. 16. L'interprétation des dispositions des statuts relève du conseil et ses décisions sont considérées comme définitives et sans recours.
- Art. 17. Les statuts peuvent être amendés à une majorité des deux tiers de tous les membres du conseil, sous réserve d'une période d'au moins quatre mois entre l'avis d'amendement, transmis aux présidents des associations des professeurs qui ont droit à la représentation au conseil, et la réunion du conseil.
- Art. 18. Le conseil, par son président, fait rapport de ses activités aux membres lors de l'assemblée annuelle et met à la disposition des membres les procès-verbaux de ses réunions, les rapports de ses comités et le procès-verbal de l'assemblée des membres.
- Art. 19. Le conseil peut inscrire à l'ordre du jour de l'assemblée annuelle des membres toute question qu'il juge à propos de soumettre.

bureau de direction

- Art. 20. Le bureau de direction est composé des membres du conseil, tel que prescrit à l'article 4(b).
- Art. 21. Les membres du bureau de direction sont élus chaque année par le conseil lors de la réunion annuelle du conseil. Le bureau de direction peut combler une vacance qui survient au bureau de direction au cours d'un exercice.
- Art. 22. Tout membre de l'Association est éligible au bureau de direction.
- Art. 23. Personne ne peut occuper le même poste au bureau de direction pour une période de plus de deux années consécutives.
- Art. 24. Au plus deux personnes de la même association locale des professeurs peuvent siéger au bureau de direction au cours du même exercice.
- Art. 25. Le bureau de direction se réunit au moins deux fois l'an, immédiatement avant les réunions du conseil. Il peut également être convoqué à d'autres dates et en d'autres endroits arrêtés par le président.
- Art. 26. Le président de l'Association est aussi le président du bureau de direction.

- Art. 27. Le président informe de la tenue d'une réunion, au moins un mois à l'avance, les membres du bureau de direction, sauf dans le cas d'urgence nécessaire.
- Art. 28. Le bureau de direction, entre les réunions du conseil, a la tâche d'expédier les affaires de l'Association et il est responsable devant le conseil.
- Art. 29. Le bureau de direction, par courrier ou autrement, peut consulter les membres du conseil et demander le vote. Entre les réunions du conseil, le président tenant compte des avis exprimés dans cette consultation peut agir, au profit de l'Association.
- Art. 30. Le bureau de direction présente un rapport de ses activités à chacune des réunions du conseil et transmet au conseil tous les rapports des comités.

membres

Art. 31. (a) une personne membre du personnel enseignant d'une université ou d'un collège, doté d'une association des professeurs qui a qualité de membre du conseil, peut être acceptée comme membre de l'Association, selon les conditions définies par l'association locale des professeurs et conformes aux buts de l'Association mentionnés à l'article 2.

(b) une personne membre du personnel enseignant d'une université ou d'un collège, où il n'existe pas une association des professeurs en droit à la représentation au conseil, peut être agréée comme membre de *l'association du secrétariat* conformément aux conditions établies par le conseil, en accord avec les buts de l'Association mentionnés à l'article 2.

Art. 32. Tout membre peut assister aux réunions du conseil, à titre d'observateur, mais il ne peut cependant participer aux délibérations ou au vote.

Art. 33. Tout membre peut, en tout temps, faire ses représentations auprès du bureau de direction relativement aux questions qui se rapportent aux buts de l'Association.

assemblée annuelle

Art. 34. Chaque année se tient une assemblée des membres; celle-ci a lieu à la date et à l'endroit où se tient la réunion du conseil.

Art. 35. Les questions relatives aux buts et aux activités de l'Association peuvent être discutées à l'assemblée annuelle.

Art. 36. Aucune résolution ou autre mesure adoptées lors de l'assemblée annuelle ne lient le conseil.

secrétaire général

Art. 37. Le secrétaire général est au service du conseil et, sous réserve des cas prévus par résolution du conseil, il est sous la direction du bureau de direction.

Art. 38. Le secrétaire général est d'office membre de l'Association.

secrétariat

Art. 39. Le secrétariat de l'Association est situé à Ottawa.

année d'exercice

Art. 40. L'année d'exercice de l'Association se termine le trente et un (31) août.

état financier et vérification comptable

Art. 41. Le trésorier remet lors de la première réunion du conseil qui suit la fin de l'année d'exercice, un bilan correspondant à la fin du précédent exercice financier et un état des revenus et des dépenses de l'année budgétaire courante.

Art. 42. Les registres de comptabilité sont vérifiés chaque année et les rapports des comptables sont soumis lors de la première réunion du conseil suivant la fin de l'année d'exercice.

B. THE STRUCTURE OF C.A.U.T.

The following summary of the structure and membership provisions of C.A.U.T. is presented as an aid in focussing discussion on these matters. References are to the constitution of C.A.U.T.

The Association is composed of the Council, the Executive and Finance Committee, and the General Membership (# 3). Essentially it is a federation of local staff associations, each of which is represented by a seat on the Council. The Council, which is charged with conducting the affairs of the Association (# 6), is composed of the President, or his alternate, of each of the member associations — now numbering 45 — and the seven-man Executive and Finance Committee (# 4). Each

member of Council, irrespective of the number of persons in the constituency he represents, has one vote (# 11).

The Council has the power to admit new members, and to suspend or terminate the affiliation of members. Council may admit to membership in the Council such staff associations at Canadian universities and colleges as the Council may determine by a two-thirds majority of members of the Council present at a meeting of the Council. (# 14, a). In practice, Council has interpreted "universities and colleges" to mean institutions which offer an academic program which terminates in a recognized university degree. Thus technical and vocational institutes, junior colleges of various types, and collèges classiques have been considered to fall outside the definition, and staff associations at such institutions have been judged ineligible for membership in C.A.U.T. Suspension or termination of affiliation may be effected by a vote of two-thirds of the members of the Council present at a meeting of the Council (# 14, j); but no suspension or dis-affiliation has ever taken place.

The constitutional provisions for *General Membership* indicate that persons engaged at a university or college having a staff association affiliated with C.A.U.T., (that is, represented by a seat on the Council) are eligible for membership in the Association on such terms as may be determined by the local staff association to be consistent with the general objectives of the Association as stated in Section 2 of the Constitution (# 31, a). This means that each local staff association is free to establish its own rules for eligibility, within very broad limits, and C.A.U.T. accepts these rules for eligibility. (While this has led to some variations in local regulations — members of administration and librarians, for example, are eligible for membership in some local associations but not in others — this is an aspect of the federated structure of the Association.) In addition, persons engaged at a university or college at which there is no staff association affiliated with C.A.U.T. (that is, persons ineligible to join C.A.U.T. through a local staff association since no such association is available to them) are eligible to join what is called Headquarters Association (# 31, b) and this Association has a seat on Council. However, no person has two alternative means available to him of joining C.A.U.T. If he belongs to a college or university with a staff association having a seat on Council, he must (if he wishes to join the Association) join the local staff association; and he is represented on Council by the person who represents his group. If he is not eligible to join a local

staff association affiliated with C.A.U.T., because he does not fulfill the eligibility requirements of this local association, he is not eligible to join C.A.U.T., If he is not eligible to join a local staff association affiliated with C.A.U.T., because none exists in his institution, he is eligible to join Headquarters Association, and he is represented on Council by the representative of this association. To give a person alternative ways of joining the Association would be to provide the possibility of having established on a campus two competing groups, one comprised of faculty members who belong to the local association and C.A.U.T. (or perhaps just to the local association), the other comprised of faculty members who belong only to C.A.U.T. Not only would this be destructive of the federated nature of C.A.U.T., it would also produce unhealthy divisions within a faculty.

Although it is necessary that a faculty member in an institution having a staff association affiliated with C.A.U.T. join the local association as a condition of joining C.A.U.T., the converse is not. It is not true that every faculty member who joins a local staff association automatically becomes a member of C.A.U.T. This is at the discretion of the local association. Some local staff associations (20 at last count) do in fact make membership in C.A.U.T. a requirement for membership in the local association; while others (19 by the same count) do not. This is another instance of "local option" operating in the federated structure of the Association.

Individual members, whether members of local associations or of Headquarters Association, are free to attend meetings of the Council as observers; but they may not take part in the deliberations or vote (# 32). There is an annual meeting of the members of the Association, held in conjunction with the annual meeting of the Council; and any matter relating to objects and affairs of the Association may be considered there (# 34, 35). But the Council is not bound in any way by what takes place at the Annual Meeting (# 36). Any member of the Association, however, is free at any time to make representations on any matter relating to the aims of the Association to the Executive and Finance Committee (# 33).

The Council establishes the fees for the Association and levies on the members such dues and other assessments as it may determine by a two-thirds majority of all the members of the Council (# 14, d). In practice, this means that the Council approves the annual membership fee, and each Council member (local association) is asked to

undertake the responsibility for collecting the fee from among its members and forwarding this to the Ottawa office of the Association. Each local association is responsible for determining the number of its members who wish to belong (or not to belong) to C.A.U.T. In the case of associations which make membership in C.A.U.T. a requirement for membership in the local association, this is a simple matter. In the other cases, the number of members of C.A.U.T. on a campus usually differs slightly from the number of members in the local association, there being a small number of persons in any group who are non-joiners. While one might argue that the ideal situation would be one involving one hundred percent membership of those eligible in both the local association and C.A.U.T., there is no requirement of this and there never has been any attempt to coerce persons into joining C.A.U.T. when they do not wish to join.

Because the development of regional and provincial groupings of local staff associations is relatively recent, there is no recognition in the constitution of C.A.U.T. of such groupings. Relations so far between C.A.U.T., A.P.U.L.F.Q., O.C.U.F.A., and N.S.C.U.F.A. have been largely informal. There is however, one direct link between C.A.U.T. and the Ontario Council, provided for by the constitution of O.C.U.F.A. According to the constitution of O.C.U.F.A., the Executive Secretary of C.A.U.T. is *ex officio* a member of the Ontario Council.

E. J. M.

A PROPOSAL FOR UNIVERSITY GOVERNMENT AT U OF T

By **Claude T. Bissell** *

The President's Council of the University of Toronto is now concerned with the structure of university government. It began with a close analysis of the Duff-Berdahl Report and a comparison of the specific recommendations in that Report with the actuality at the University of Toronto. It then asked for a statement from the Association of the Teaching Staff. The Association of the Teaching Staff had already gone on record as strongly endorsing the spirit of the Report and its major recommendations. The Teaching Staff Report was submitted in August and has now been carefully considered by the Council. In general terms the Report subscribes to all the major Duff-Berdahl recommendations; specifically it asked for academic representation to the extent of one-third of the membership of the Board, to be accomplished gradually over a period of years. It recommends election as the method of determining academic representation, with presumably the automatic appointment of the successful candidates by the Lieutenant-Governor in Council. The Teaching Staff Report also supports the Duff-Berdahl senatorial analysis. In the case of Toronto, with its complicated federated system, the Report suggests that a minimum of 90 rather than 50 would be a possible goal, and sees the need for the establishment, in addition, of a comprehensive body representative of all areas in the University and society and accepts the concept of the all-embracing Court.

Discussion up until now has concentrated largely on the general principle of academic representation. It is now clear that that principle is fully accepted. The Board has recently acted to invite three members of the President's Council to join it until such time as a specially appointed committee can present a precise proposal for enabling legislation.

During the discussion at the President's Council, I submitted a brief which was critical both of the Duff-Berdahl Report and of the

* This is a partial text of a speech delivered by Dr. Bissell, President of the University of Toronto, at the annual meeting of the Association of Universities and Colleges in Canada held in Ottawa, October 27, 1966.

Teaching Staff submission. I give, with a few judicious deletions, the text of that brief:

"The brief presented by the Association of the Teaching Staff on university government is excellent, but it emphasizes procedural rather than substantive problems. It does not raise fundamental questions about the structure of university government which I think must be raised. Otherwise we are in danger of merely pouring some new wine into some very old vessels. We must look critically and unsentimentally at our two governing bodies: the Board and the Senate. Each has served the University well. They have been positive in attitude and refreshingly free of pettiness and obscurantism. Their defects derive, not from the nature of their composition or from perversity of attitude, but from their inappropriateness to the present situation.

"The present system of university government in Canada is a product of certain historical conditions and of a theory of government. The conditions could be described in this way. The university may be looked upon as an autonomous institution that can make decisions independent of outside pressures. Along with autonomy, one may safely assume a certain atmosphere of leisureliness. There is no pressure to make quick decisions, so that the university can spend endless time in debate and negotiation, and senior officers may expect to devote most of their energies to the balancing and reconciliation of various interests.

"The dominating theory of government is that of separation of powers, between the financial which is the responsibility of lay members of the Board and non-academic administrators, and the academic which is the proper area for the teaching staff and the academic administrators. One might describe this as a system of double innocence. The lay members of the Board are innocent of academic problems and are proud of their innocence. Indeed, it is considered improper for a member of the Board to display any lively interest in academic matters. For their part, the academics gracefully retreat whenever an issue reaches a point where it requires expression in financial terms.

"Although this system seems quaintly absurd, it has on the whole worked reasonably well. It has prevented lay incursions into a complex academic world, and it has enabled the university to present to society an appearance of sober efficiency. But the modest successes of the system have been obtained at great expense, and it is increasingly clear that the system can no longer work.

"The pressures on the university today, and the increasing inter-relationship of universities, have brought out inadequacies in the old system. There are two major inadequacies. The first one is the enormous waste of time involved in the maintenance of two supreme governing bodies with the consequent multiplication of staff. The second inadequacy is the intensification of the inherent suspicion between the academic and the lay.

"If we are convinced that the double innocence has become no more than a graceful fiction, and if we recognize that both the academic and the lay estates have claims to participation in university government, logic compels us to ask whether the two-tiered system is necessary at all. I think that the university should now attempt to work out a system whereby there will be one body ultimately responsible for the government of universities. Such a body should have a mixed lay and academic representation in accordance with the proposal of the Association of the Teaching Staff. It should delegate a great deal of its work to committees which in their turn should have mixed lay and academic representation, and it should have a strong executive committee. Such a body would be responsible for making all the main decisions in the University. I would suggest that the main areas for decision are the following:

- (a) The annual operating budget.
- (b) Capital appropriation and appointment of architects.
- (c) Establishment of new courses, divisions, schools and colleges.
- (d) Admission requirements.
- (e) Control of enrolment.
- (f) Co-operative activities with other universities.
- (g) Relationship with federated institutions.
- (h) Student aid and services.
- (i) Associated enterprises: Press, Connaught Labs, Conservatory, etc.

"The Establishment of such a unitary system of government would, of course, mean the abolition of the present Senate and Board and the delegation to faculty and college Councils of increased responsibility. I would be in favour of the establishment of a wide representative body like the Court as described in the Faculty Association brief.

"My recommendations are reinforced by two strands of personal experience. (I know that other senior administrators could provide additional documentation of a similar kind.) The first is that I have found that most of my time goes to the process of negotiation and reconciliation between various bodies and various centres of power. While this is an honourable task from which it is possible to derive satisfaction and even a certain pleasure, it seriously reduces one's value as an educator. Indeed, a good deal of my time is spent in trying to determine ways in which I can initiate a programme without being caught up in a succession of official committees. The second is the constant difficulty I have encountered in relating the increasingly important activities on the provincial level to what goes on in the university. In the Committee of Presidents there is no distinction between academic and financial matters. If each President were punctilious about referring provincial matters to appropriate bodies in his own University, there would be a complete impasse on the provincial level. It is important, however, that provincial decisions be constantly related to institutional decisions, and this can only be done if there is one authoritative body responsible for university policy. We are moving with great speed on the provincial level. If we adhere to our snail-like progress on the institutional level we shall find that our remaining autonomy has, in effect, disappeared."

I should like to add footnotes to that brief, which, incidentally, had a critical but interested reception from both my academic and my lay colleagues. It is clear that it cannot be seriously considered until a great deal more detailed examination has been made of its procedural feasibility. It is based on a questioning of the two-tiered system of government which has been the sacred principle of university government throughout the whole Commonwealth, except for universities in French-speaking Canada. In Great Britain and the rest of the Commonwealth outside of Canada the two-tiered system involves multiple interconnection between the two tiers; in Canada it has meant their separation. As between the two, I believe that the British system is superior. But I am doubtful as to whether the solution for us consists at this time in our history of simply transferring Manchester to the Canadian scene. The old system had one clear advantage, fortuitous, but real. Between Board and Senate there grew up a vacuum into which a few people could move and act with despatch. These were the Chairman of the Board, the President, and in many cases the chief financial officer and the leading academic administrative officials. The

dangers, of course, were great: dangers of irresponsibility and of the failure to test academic opinion before action. But some of the immediate results were to the advantage of the University: speed in appointment and promotion, quick reaction to general political and social policy, implementation of research needs. I argue that the Canadian university needs to preserve some of this sensitivity, flexibility and speed, provided decisions and acts always have the endorsement of the academic community. This means, I am convinced, a unitary government carefully but frugally representative of the entire academic community with a willingness on its part to delegate generously a wide range of responsibilities to faculty and divisional units. We should not liberalize our theory at the expense of discounting our achievements.

Claude T. Bissell,
University of Toronto.

ASSOCIATION NEWS — COMMUNICATIONS

This Column is inaugurated in the present issue of the Bulletin. Its aim is to assist in keeping members better informed about the activities of the Association — on the local level, the regional level, and the national level. It will be a regular feature in the Bulletin from now on and members are requested to submit material for publication. For other news of the Association, see the Report of the Conference on the Future of C.A.U.T. printed elsewhere in this issue.

1. NATIONAL OFFICE DIARY

CHRONIQUE DU SECRÉTARIAT

OCTOBER-DECEMBER 1966

D'OCTOBRE À DÉCEMBRE 1966

October 2 : Executive Secretary to Toronto for meeting of the Academic Freedom and Tenure Committee.

October 7 : Executive Secretary represents C.A.U.T. at a meeting of the Canadian National Commission for UNESCO.

7-10 octobre : l'Association délègue le chargé de recherches à l'assemblée générale de l'Entr'aide universitaire mondiale du Canada (E.U.M.C.-W.U.S.C.) qui se tient à Windsor.

October 12 : Executive and Associate Executive Secretary at Ottawa meeting of representatives of seven national organizations involved in education in Canada, hosted by C.A.U.T.

13 octobre : le chargé de recherches assiste comme délégué de l'A.C.P.U. à la réunion annuelle du Service universitaire canadien outre-mer (S.U.C.O.-C.U.S.O.) à Ottawa.

October 15-16 : Professional staff and members of the Executive in Ottawa for regular meeting of the Executive and Finance Committee.

October 17-21 : Associate Executive Secretary visits member associations at Lakehead University, University of Manitoba, United College, St. John's College, St. Paul's College and Laurentian University.

October 23 : Executive Secretary to Montreal for meeting of the Academic Freedom and Tenure Committee.

October 26-28 : Executive and Associate Executive Secretary represent C.A.U.T. at the annual meetings in Ottawa of the Association of Universities and Colleges of Canada (A.U.C.C.).

27-29 octobre : le chargé de recherches prend part au colloque organisé à Montréal par l'Office de la langue française du ministère des Affaires culturelles du Québec.

October 30 - November 11 : Executive Secretary visits member associations at the University of Alberta, University of Calgary, University of Saskatchewan, and University of Saskatchewan, Regina; also visits Lethbridge Junior College and travels to Vancouver for a meeting with C.A.U.T. President.

November 18-19 : Associate Executive Secretary to Halifax to visit member associations and attend a seminar on the Duff-Berdahl Report sponsored by the Nova Scotia Council of Faculty Associations.

December 2-4 : Professional staff and members of the Executive to Montreal for regular meeting of the Executive and Finance Committee and for the fall meeting of Council.

2. FROM THE OCTOBER MEETING OF THE EXECUTIVE AND FINANCE COMMITTEE

RÉUNION D'OCTOBRE DU BUREAU DE DIRECTION

—A review of applications for affiliation with C.A.U.T. from staff associations at,

L'École de Médecine vétérinaire du Québec
Trent University
Simon Fraser University
St. Patrick's College, Ottawa

—A decision to increase the number of group flights to Europe in 1967 available to members of C.A.U.T. and their dependents. (See details elsewhere on page 86.)

—A decision to place the sum of \$2352.72, the Association's share to date of profits from the sale of the Duff-Berdahl Report, in the J. H. Stewart Reid Memorial Trust Fund.

—A decision to send three delegates to the December General Council meeting of the International Association of University Professors and Lecturers (I.A.U.P.L.) The three representatives are Professors Laurie Gauvin (Laval), Henry Mayo (Western), and John Porter (Carleton), all of whom are currently in Europe on sabbatical leave.

- A decision to establish a committee to review and revise the C.A.U.T. Policy Statement on Sabbatical Leave.
- A decision to honor Justice Bora Laskin of the Supreme Court of Ontario, and former President of the Association, with an Honorary Life Membership in C.A.U.T., to be awarded at the December meeting of Council.
- Authorization for the *Bulletin* Editor to proceed with an examination of the feasibility of placing the *Bulletin* on a system of direct mailing.
- Receipt of progress reports of the work of the Committee to Study Faculty Work-load, the Committee on the Status of Women, and the Committee on Professional Ethics.
- Thorough discussion of the Report of the Committee on Membership Eligibility, resulting in decisions to reject the Committee's recommendations to broaden eligibility provisions so as to make eligible for membership in C.A.U.T. staff associations in junior and community colleges and "centres universitaires"; to accept recommendations to broaden eligibility provisions for membership in Headquarters Association as Associate Members certain categories of person not now eligible. The Committee Report and the decisions of the E&F Committee with respect to it go before the December meeting of Council.

3. ACADEMIC FREEDOM AND TENURE COMMITTEE

COMITÉ DE LA LIBERTÉ UNIVERSITAIRE ET DE LA PERMANENCE DE L'EMPLOI

During the current academic year, the AF&T Committee is engaged in preparing a Draft Policy Statement on Academic Appointments and Tenure. The Draft, which has now undergone a second revision by the Committee, is being circulated among member associations for critical comment, after which it will be reviewed again by the AF&T Committee prior to being placed before Council for deliberation and decision, hopefully in June, 1967. After the Statement has been formally adopted by the Association, it is planned that local staff associations, administrations, and the A.U.C.C. will be invited to endorse it as well.

4. SALARY COMMITTEE

COMITÉ DES TRAITEMENTS

Dr. Noah Meltz, (University of Toronto), the new chairman of the C.A.U.T. Salary Committee, is re-organizing the personnel of the Committee and analysing current data on salaries being supplied

by D.B.S. A sub-committee, under the chairmanship of Professor Holmes (U.B.C.), is studying salary increments and differentials in salary in various academic disciplines.

5. THE INGRAHAM REPORT ON PENSIONS

LE RAPPORT INGRAHAM SUR LES RÉGIMES DE RETRAITE

The Ingraham study on pension plans in Canadian colleges and universities, co-sponsored by the C.A.U.T. in conjunction with A.U.C.C. and C.A.U.B.O., was officially released during the annual meetings of the A.U.C.C. in Ottawa in late October. The general reception it received was most favorable and a decision was made at that time to establish a committee to carry forward the study of the recommendations of Dr. Ingraham and to prepare a special conference to be held in the near future to study the Report more thoroughly.

6. MORE ON THE DUFF-BERDAHL REPORT

LE RAPPORT DUFF-BERDAHL . . .

- La discussion du rapport de la Commission Duff-Berdahl fut mise au programme de la réunion annuelle de l'A.U.C.C. Une table ronde, présidée par le recteur de l'Université de Moncton, le rév. Père C. Cormier, groupait messieurs C. T. Bissell, président de l'University of Toronto, L.-P. Bonneau, vice-recteur de l'Université Laval et Jacques St-Pierre (Université de Montréal), président sortant de l'A.C.P.U.
- The Nova Scotia Council of University Faculty Associations is sponsoring a one-day seminar on the Duff-Berdahl Report in Halifax, November 19.
- The Student Council of the University of Western Ontario is sponsoring a three-day seminar on the Duff-Berdahl Report, December 1-3. Local staff associations have been invited to send delegates. One of the featured speakers is Professor Robert Berdahl.
- Many institutions are currently engaged in reviewing the act and the regulations of their institution with a view to revising them on the basis of recommendations made in the Duff-Berdahl Report. An incomplete list of such institutions includes Memorial University, U.N.B., Carleton, MacMaster, Toronto, Western, Manitoba, and U.B.C. Laval, Alberta, and Calgary have new or revised acts put into effect within the last year. A joint committee of board, faculty and students has completed work on a set of proposals for revision of the act of the Université de Montréal.

THE DUFF-BERDAHL REPORT : WILL THE PATIENT LIVE?

Peter Cameron *

Sometime in the future, in some different kind of society, people will wonder how our society could be controlled so completely by powerful groups, and yet look so democratic.

The university is an excellent example of a controlled institution — “a mechanism (as Clark Kerr, president of the University of California, called it) held together by administrative rules and powered by money.” Yet people feel that since this is supposed to be a democratic society, the universities can’t be anti-democratic institutions. If businessmen control the university, it must be because they were put there democratically, and surely they must be under the influence — on all important matters — of at least the faculty, if not the students.

The trouble, as far as the students and faculty are concerned, is that this isn’t what’s happening. In fact, it is the businessmen who create the context in which academic decisions are made. As far as the administration is concerned, however, the problem is not that the whole process of academic inquiry is being compromised. The problem is that students and faculty are getting upset about this, and are becoming increasingly difficult to “administer” in a manner appropriate to the businessmen-board members.

This is where the Duff-Berdahl Report (*University Government in Canada*) comes in. It gives a series of very specific instructions on how to facilitate the top-down flow of power, while at all times giving the impression that the university is becoming more democratic. The Report doesn’t recommend changing the anti-democratic nature of the university; it merely shows how the same anti-democratic institution can be made to work more efficiently and less obviously.

At a superficial glance, the Report looks good. It appears to recommend that a minority of the board of governors should be faculty members. At present, members of boards of governors in Canadian

* Mr. Cameron is a fourth-year student at Simon Fraser University. This article appeared originally in *The Ubyssy*, the student newspaper of the University of British Columbia, issue of September 27, 1966, and is reprinted here with the kind permission of the Editor.

universities tend to be either businessmen or lawyers who serve business corporations — with perhaps a token “distinguished Canadian” (like Professor Penfield, O.M. at McGill) thrown in to give the board a little class. As Duff and Berdahl put it, the boards are “somewhat too homogeneous in membership.” The Report proposes that in addition to academics, other people besides representatives of big business should be allowed on the board — even students who could elect a rector to represent them.

Another recommendation of the Report — and this looks good — is reform of the academic senate to eliminate the pesky non-academic members and to make the senate into “the central educational forum that it should be.”

The Report makes many other suggestions; but an examination in detail of these two important and, at first glance, appealing recommendations will reveal the whole approach of Duff and Berdahl to university reform.

First the senate. In a summary of the Report, it looks as if the senate is to be purely a faculty body. It turns out, however, that it actually includes people other than the faculty, and that only certain faculty members can belong. The non-faculty people include members of the board of governors. “It seems to us not inappropriate, if board members be equally welcome on the senate.” Get it? But that’s not all. The senate should also include the “administrative group” — the president, appointed by the board; the vice-presidents and deans, appointed by the president.

Let us do a little arithmetic. The Report suggests that the number of members for the senate of even a big university should be not more than 50. The administrative group of a big university could “total up to 20”. Add three members of the board of governors to 20 members of the administrative group and express as a percentage of a group of 50. Answer: 46 per cent. It’s difficult to take seriously the Report’s claim that this 46 per cent wouldn’t dominate the senate. As the Report itself says: “An opinion expressed at some of the strongest universities was, in effect, that ‘Senate had the power but lacked the “guts” to use it’. When we asked why, the commonest answer was that the ‘administrative group’ on Senate (President, Vice-Presidents, Deans) is predominant and tends to speak with one voice.” (Page 9.)

Again, from the Report: The deans and vice-presidents will have every opportunity to influence educational policy through their ex-officio

membership of the senate. Finally, the president will chair the senate. "We regard it as virtually the most important task of the President to preside over the Senate. . . . From the chair of the Senate better than anywhere else, he can focus the discussion of academic policies, can guide them in the light of his full knowledge of *any external factors* involved, . . ." (Page 45, my emphasis, although the whole quotation is pretty sinister.)

As a further control, the senate would not be open to all members of the faculty. Only full or associate professors would be eligible (except for three seats). Younger faculty members are generally the most enthusiastic about changing things, and the least intimidated by pressures from the administration. The Report not only recommends that they be ineligible for the senate, but also that they not be permitted to vote for "three or four years." The reason given is that "two or three years are needed before they can size up either policies or personalities."

But if the Report ended there, the younger members of the faculty would obviously feel they had no part in the decision-making. (Duff and Berdahl know this: the "junior members should feel that their voice can be heard somewhere in the government." And "it is good for the junior faculty to feel that they will soon have at least an elector's say in the university government.") Therefore, the Report allows the younger members three seats that they can vote on all by themselves. Just like the grown-ups. Only the grown-ups get to elect eight times as many members.

And remember that the younger faculty aren't a minority group. "Faculty below the rank of associate professor already form such a high percentage of total faculty (and their percentage is likely to increase) that if they formed a 'youth lobby' and voted accordingly, the 'gerontocracy' would change to a government by juniors. This would inevitably give the impression that the senate was not a responsible body." (Pages 29-30.) Duff and Berdahl are very concerned about responsibility. But unlike our old high-school history teachers, they feel that responsible government and democracy are mutually exclusive.

It is obvious that Duff and Berdahl don't feel that the reformed senate will be too hard to handle. Consider this quotation.

(1) A Nominating Committee of Senate: "...it is important that nominations should be made in the name of the Senate and not of the President, and that the committees themselves should report to the

Senate. The members of such committees may well be exactly those whom the President would have chosen. But any of the committees will carry more weight with faculty if it is a Senate committee and not a President's committee." (Page 31.)

Now on to the board of governors. The Report's recommendation that a number of faculty members ("not exceeding 25 per cent") be on the board doesn't sound so wonderful if they have to be elected from Duff and Berdahl's emasculated senate.

The Report makes it quite clear that the reformed senate will have eliminated most of the trouble-makers. "The case for faculty representation on the board depends on other reforms, especially on the existence of a body such as the kind of Senate that we advocate, which could elect responsible representatives to the Board." (Page 22.) Remember now, how Duff and Berdahl use the word 'responsible'. Another reference to faculty participation is the following: "Of course, the Senate occasionally elects a professor who proves difficult on Council. Yet even he learns pretty quickly that there are two sides to questions, that money is not limitless and that some decisions must be taken quickly without endless consultation and delay." (Page 23.)

The real reason why the Report recommends faculty participation is to give the board — still dominated by the non-academic elements — control over academic policy. At the moment the senate is nominally in charge of academic policy, while the board is just supposed to take care of financial matters.

This isn't working. The Report points out several times that the boards often influence academic decisions. "Already Boards are taking actions relevant to educational policy, and already Senates are expressing views with fiscal consequences. The sensible course must be to recognize this fact and to make sure that the two bodies are brought into a relationship before either body adopts an immutable position." (Page 27.) In other words, legalize the board's power by putting a few 'uncle Toms' from the faculty onto the board.

But what about the Report's recommendation that students be allowed to elect a rector to represent them on the senate? I think this has to be understood in the context of Duff and Berdahl's concern for student interests. In the 92 page report, there are 2½ pages devoted to students — in Part B of Chapter 9, *Other Forces Inside and Outside the Universities*.

In the introduction, Claude Bissell tells us (twice, as a matter of fact) that the faculty and the administration constitute “the entire university community”. The trouble is that students refuse to accept this, and the Report sets out to develop ways of channelling their discontent “constructively”.

“The issue, then, is not whether to welcome or stifle this new wave of student sentiment, but rather how to develop channels into which it can flow constructively.” (Page 65.) Well, maybe not constructively, but at least it can flow someplace where it won’t disturb the status quo too much — like some sort of faculty-student committee.

“The student members must be chosen in some fashion by their peers and not by the administration, for their independence in both fact and appearance is crucial to the success of their role. There is, of course, a danger that choosing students in this manner will produce intransigent types not amenable to rational dialogue. But this risk is greatly lessened if the joint committees are set up during a period when there are no student crises occurring on campus.” (Page 66.) It’s not a question of letting them participate, but of making them think that they’re participating.

With this background, I think we have to approach the Report’s proposal of an elected rector with scepticism. Just who would be eligible to stand for election? Would the candidates all have to be “responsible”? Would they be nominated for us by the reformed senate and only voted on by the students? The Report doesn’t answer these questions, but it gives us good grounds for suspecting the worst.

One final comment on the Report. Many people have been encouraged by what Duff and Berdahl call “our major premise”, i.e., “that universities need windows to the outside world.” Indeed, the Report uses the phrase “window on the world” repeatedly throughout the book (e.g., pages 19, 20, 58, 72). They use it, among other things, to imply that the board of governors will be open to a greater variety of people.

It is interesting to note that Clark Kerr (in *The Uses of the University*, page 29) uses the same phrase to describe the way his board relates to the outside world. (In the preface to the Duff-Berdahl Report, the authors express their gratitude to Kerr among others, for “advice on points of fact”.) Kerr also describes, at some length, a kind of university where industry has not only moved onto campus, but into people’s heads. “The university and segments of industry are becoming more

alike. As the university becomes tied into the world of work, the professor — at least in the natural and some of the social sciences — takes on the characteristics of an entrepreneur” (*op. cit.* page 90). “A professor’s life has become, it is said, ‘a rat race’ of business and activity, managing contracts and projects, guiding teams and assistants, bossing crews of technicians, making numerous trips, sitting on committees for government agencies, and engaging in other distractions necessary to keep the whole frenetic business from collapse)” (*op. cit.* page 43). “The production, distribution, and consumption of knowledge in all its forms is said to account for 29 per cent of gross national product” (*op. cit.*, 88).

The phrase that Duff and Berdahl are so fond of is nothing to make anyone optimistic. At Simon Fraser, there is a particularly obvious example of the university relationship to the outside community. A Shell gas station has been built square in the middle of the best view from the campus, and the new men’s residence has been named “Shell House.” One of the Board of Governors is quite proud of this “I have connections with Shell, and I myself, led the negotiations. Shell came up with an offer far better than that of any other oil company. They also gave \$15,000 extra on the condition we called the residence ‘Shell House’.” At Simon Fraser, students know very well what a “window on the world” opens on — it’s a gas station.

Peter Cameron,
Simon Fraser University.

CONSEIL NATIONAL
DES RECHERCHES
1964-1965

NATIONAL
RESEARCH COUNCIL
1964-1965

PARTIE I — Subventions pour la conduite
de travaux et l'acquisition
d'appareils coûteux.

*PART I — Operating Grants and Major
Equipment Grants.*

Le dernier rapport annuel du Conseil national des recherches porte sur l'année d'exercice 1964-1965. À partir de la liste des bénéficiaires, liste publiée en appendice du rapport, nous avons fait le relevé des subventions accordées, selon l'université ou le collège.

Nous avons compté pour *une* subvention, celles qui sont consenties à un groupe de professeurs. Lorsqu'une somme est octroyée à un projet conjoint de deux universités, un renvoi à la fin du tableau l'indique. Les subventions versées à *Macdonald College* sont rapportées à *McGill University*; il en est de même de l'École polytechnique de Montréal pour l'Université de Montréal. Dans ces cas, nous l'avons mentionné au bas du tableau.

Les subventions sous les rubriques *cybernétique* (tableau IV) et *Commission de contrôle de l'énergie atomique* (tableau V) apparaissent sous l'étiquette *subventions de travaux* au tableau sommaire (tableau VI).

Parce que les sommes classées dans la section *appareils majeurs spéciaux* (tableau VII) constituent un article distinct du budget du Conseil national des recherches, nous ne les avons pas ajoutées au total du tableau sommaire des subventions. Ces subventions font donc l'objet d'un tableau indépendant.

Mireille Lapointe
chargé de recherches
Research Officer

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Subventions du Conseil national des recherches pour la conduite de travaux et l'achat d'appareils coûteux, selon le secteur de recherches, 1964-1965.		National Research Council expenditures for Operating and Major Equipment Grants by field of research, 1964-1965.	
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TABLEAU I

TABLE 1

Secteur de recherche	total				Field of Research	
	Subventions aux travaux		Subventions à l'achat			GRAND TOTAL ¹
	Operating Grants		Major Equipment Grants			
	\$	no	\$	no		
Biologie	2,311,131	(400)	450,752	(31)	2,761,883	Biology
Génie chimique et métallurgique	616,684	(115)	172,920	(17)	789,604	Chemical and Metallurgical Engineering
Chimie	2,043,865	(324)	533,375	(37)	2,577,240	Chemistry
Sciences de la terre	887,770	(152)	291,920	(18)	1,179,690	Earth Sciences
Génie	1,192,568	(200)	246,240	(19)	1,438,808	Engineering
Physique	1,213,422	(178)	399,300	(26)	1,612,722	Physics
Océanographie et limnologie	285,000	(3)	—	—	285,000	Oceanography and Limnology
Psychologie expérimentale	213,064	(61)	—	—	213,064	Experimental psychology
Recherches dentaires et Mathématiques pures et appliquées	165,605	(39)	57,700	(4)	223,305	Dental Research Pure and Applied Mathematics
Recherche spatiale	206,054	(25)	—	—	206,054	Space Research
Cybernétique	120,000	(9)	—	—	120,000	Computer Facilities and Research
	600,000	(23)	—	—	600,000	
total	9,855,163	(1529)	2,152,207	(152)	12,007,370	total
Commission de contrôle de l'énergie atomique	1,250,000	(12)	—	—	1,250,000	Atomic Energy Control Board
Grand TOTAL	11,105,163	(1541)	2,152,207	(152)	13,257,370	Grand TOTAL
					(8,913,349)*	

* Subventions pour l'année d'exercice 1963-1964. ²* 1963-1964 Grants. ²

TABLEAU II

TABLE II

université university	BIOLOGIE — BIOLOGY			CHIMIE — CHEMISTRY			PHYSIQUE — PHYSICS		
	Subventions de travaux ³	à l'achat ⁴	Subventions de travaux ⁵	Subventions de travaux ⁶	à l'achat ⁷	Subventions de travaux ⁸	Subventions de travaux ⁹	à l'achat ¹⁰	Subventions de travaux ¹¹
	Operating grants ³	Major equip- ment grants ⁴	Operating grants ⁵	Major equip- ment grants ⁶	Operating grants ⁷	Major equip- ment grants ⁸	Operating grants ⁹	Major equip- ment grants ¹⁰	Operating grants ¹¹
	\$	no	\$	no	\$	no	\$	no	\$
Acadia	6,000	(2)	—	—	12,750	(4)	—	—	—
Alberta	253,490	(46)	10,000	(1)	240,912	(34)	69,000	(3)	87,000
Bishop's	657	(1)	—	—	2,000	(1)	—	—	—
Brandon	—	—	—	—	2,000	(1)	—	—	—
U.B.C.	342,946	(50)	91,537	(8)	234,200	(39)	16,580	(2)	106,900
Brock	—	—	—	—	—	—	—	—	6,000
Carleton	29,140	(6)	—	—	28,000	(6)	—	—	12,767
Dalhousie	55,886	(8)	20,000	(1)	48,600	(8)	5,000	(1)	40,000
Guelph	93,448	(31)	40,000	(1)	8,940	(3)	—	—	4,000
Laurentienne	—	—	—	—	3,000	(1)	—	—	—
Laval	82,565	(19)	49,350	(3)	83,500	(11)	30,000	(1)	39,000
Loyola	—	—	—	—	8,300	(3)	—	—	6,000
Manitoba	150,252	(18)	21,067	(2)	73,500	(14)	—	—	60,600

+ incl. une subvention de \$20,000 pour un projet conjoint de l'Université de British Columbia et de Simon Fraser University. + incl. \$20,000 grant to University of British Columbia and Simon Fraser University.

TABLEAU II

TABLE II

	BIOLOGIE — BIOLOGY				CHIMIE — CHEMISTRY				PHYSIQUE — PHYSICS			
	Subventions de travaux ³		Subventions à l'achat ⁴		Subventions de travaux ⁵		Subventions à l'achat ⁶		Subventions de travaux ⁷		Subventions à l'achat ⁸	
	Operating grants ³	Major equipment grants ⁴	Operating grants ⁵	Major equipment grants ⁶	Operating grants ⁷	Major equipment grants ⁸	Operating grants ⁷	Major equipment grants ⁸	Operating grants ⁷	Major equipment grants ⁸	Operating grants ⁷	Major equipment grants ⁸
	\$	no	\$	no	\$	no	\$	no	\$	no	\$	no
université university												
McGill	310,774+	(36)	68,816+	(4)	163,500	(14)	19,500	(2)	59,000	(6)	75,000	(6)
McMaster	70,800	(9)	—	—	126,500	(15)	30,000	(1)	172,500	(15)	65,000	(1)
Memorial	19,200	(5)	—	—	24,700	(6)	6,350	(1)	6,500	(3)	—	—
Moncton	—	—	—	—	5,000	(1)	—	—	—	—	—	—
Montréal	94,700	(16)	26,000	(1)	96,900	(16)	37,000	(2)	61,000*	(5)	—	—
Mt. Allison	—	—	—	—	21,500	(4)	32,000	(1)	—	—	—	—
U.N.B.	21,400	(7)	9,132	(1)	42,000	(4)	—	—	5,000	(2)	—	—
Ottawa	55,500	(12)	25,000	(1)	114,000	(13)	55,000	(1)	44,000	(9)	—	—
Queen's	96,359	(14)	17,000	(1)	99,660	(16)	6,700	(1)	16,500	(5)	52,800	(3)
St. Francis X.	12,500	(3)	—	—	26,500	(6)	—	—	7,045	(3)	—	—
St. John's	—	—	—	—	3,500	(1)	—	—	—	—	—	—
St. Mary's	2,000	(1)	—	—	2,000	(1)	—	—	1,000	(1)	—	—
St. Paul's	—	—	—	—	2,000	(1)	—	—	3,500	(1)	—	—

+ incl. Macdonald College

* incl. École polytechnique de Montréal.

TABLEAU II

TABLE II

	BIOLOGIE — BIOLOGY				CHIMIE — CHEMISTRY				PHYSIQUE — PHYSICS			
	Subventions de travaux ³		Subventions à l'achat ⁴		Subventions de travaux ⁵		Subventions à l'achat ⁶		Subventions de travaux ⁷		Subventions à l'achat ⁸	
	Operating grants ³	no	Major equipment grants ⁴	no	Operating grants ⁵	no	Major equipment grants ⁶	no	Operating grants ⁷	no	Major equipment grants ⁸	no
	\$		\$		\$		\$		\$		\$	
Saskatchewan	195,834	(30)	9,400	(1)	97,450	(15)	10,000	(2)	70,000	(9)	—	—
Sherbrooke	13,300	(3)	9,400	(1)	17,500	(6)	12,500	(1)	8,000	(3)	—	—
Sir G. Williams	—	—	—	—	4,000	(2)	—	—	1,500	(1)	—	—
Toronto	269,250	(44)	39,050	(4)	244,400	(35)	144,245	(13)	259,360	(28)	90,500	(5)
Trent	4,266	(1)	—	—	3,000	(1)	—	—	—	—	—	—
Victoria	21,777	(7)	—	—	17,000	(5)	5,000	(1)	10,000	(4)	9,500	(1)
Waterloo	20,787	(8)	—	—	42,000	(9)	—	—	29,200	(8)	6,100	(1)
Western	66,300	(16)	15,000	(1)	106,900	(16)	54,500	(4)	65,050	(10)	15,500	(2)
Windsor	15,000	(6)	—	—	32,653	(10)	—	—	32,000	(7)	—	—
York	7,000	(1)	—	—	3,000	(1)	—	—	—	—	—	—
Autres — Other	—	—	—	—	2,500	(1)	—	—	—	—	—	—
TOTAL	2,311,131	(400)	450,752	(31)	2,043,865	(324)	533,375	(37)	1,213,422	(178)	399,300	(26)

TABLEAU III

TABLE III

	SCIENCES DE LA TERRE				GÉNIE				GÉNIE CHIMIQUE ET MÉTALLURGIQUE			
	EARTH SCIENCES				ENGINEERING				CHEMICAL AND METAL- LURGICAL ENGINEERING			
	Subventions de travaux ⁹	Subventions à l'achat ¹⁰	Major equip- ment grants ¹⁰	no	Subventions de travaux ¹¹	Subventions à l'achat ¹²	Major equip- ment grants ¹²	no	Subventions de travaux ¹³	Subventions à l'achat ¹⁴	Major equip- ment grants ¹⁴	no
	Operating grants ⁹			\$	Operating grants ¹¹			\$	Operating grants ¹³			\$
université												
university												
Acadia	4,200	(1)	—	—	—	(14)	—	—	—	—	—	—
Alberta	91,200	(15)	—	—	77,519	(14)	—	29,200	47,742	(9)	—	—
Brandon	5,000	(2)	—	—	—	—	—	—	—	—	—	—
U.B.C.	79,800	(11)	27,000	(2)	174,050	(18)	45,000	(3)	94,071	(7)	34,500	(2)
Carleton	24,500	(5)	—	—	10,355	(4)	—	—	—	—	—	—
Dalhousie	14,500	(3)	10,000	(1)	—	—	—	—	2,400	(1)	—	—
Guelph	15,000	(1)	—	—	—	—	—	—	4,500	(1)	—	—
Jean-de-Brébeuf	2,000	(1)	—	—	—	—	—	—	—	—	—	—
Laurentienne	—	—	—	—	—	—	—	—	1,100	(1)	—	—
Laval	11,500	(3)	25,000	(1)	100,236	(16)	50,000	(1)	34,000	(6)	10,000	(1)
Loyola	2,500	(1)	—	—	—	—	—	—	—	—	—	—
Manitoba	37,200	(7)	21,000	(2)	21,617	(8)	—	—	—	—	—	—
McGill	175,800+	(23)	17,170	(3)	106,190	(18)	30,240	(3)	43,500	(11)	44,600	(6)
McMaster	71,500	(12)	—	—	37,105	(9)	—	—	63,000	(10)	9,870	(1)
Memorial	27,000	(5)	11,000	(1)	—	—	—	—	—	—	—	—

+ incl. Macdonald College.

TABLEAU III

TABLE III

	SCIENCES DE LA TERRE				GÉNIE				GÉNIE CHIMIQUE ET MÉTALLURGIQUE			
	EARTH SCIENCES				ENGINEERING				CHEMICAL AND METAL- LURGICAL ENGINEERING			
	Subventions de travaux ⁹	Subventions à l'achat ¹⁰	Major equip- ment grants ¹⁰	no	Subventions de travaux ¹¹	Subventions à l'achat ¹²	Major equip- ment grants ¹²	no	Subventions de travaux ¹³	Subventions à l'achat ¹⁴	Major equip- ment grants ¹⁴	no
	Operating grants ⁹			\$	Operating grants ¹¹	Operating grants ¹¹		\$	Operating grants ¹³			\$
Montréal	20,500*	(4)	—	—	15,600*	(3)	6,000*	(1)	12,090*	(4)	—	—
Mt. Allison	—	—	—	—	3,730	(1)	—	—	—	—	—	—
U.N.B.	20,000	(3)	7,000	(1)	34,220	(9)	10,000	(1)	20,000	(2)	—	—
Nova Scotia T.	4,000	(1)	—	—	47,109	(12)	8,500	(1)	27,180	(8)	—	—
Ottawa	2,400	(2)	—	—	36,000	(3)	—	—	30,500	(5)	—	—
Queen's	27,270	(7)	77,000	(2)	105,070	(11)	16,000	(1)	27,904	(7)	30,000	(2)
St. Francis X.	6,100	(2)	11,000	(1)	—	—	—	—	—	—	—	—
Saskatchewan	30,400	(8)	—	—	91,380	(18)	—	—	14,500	(5)	—	—
Sherbrooke	—	—	—	—	5,950	(2)	—	—	—	—	—	—
Sir G. Williams	—	—	—	—	700	(1)	—	—	—	—	—	—
Toronto	118,400	(14)	60,750	(3)	208,737	(23)	24,000	(2)	131,760	(18)	43,950	(5)
Waterloo	32,400	(7)	25,000	(1)	72,960	(17)	8,000	(1)	27,579	(9)	—	—
Western	62,600	(13)	—	—	14,700	(4)	19,300	(2)	10,500	(4)	—	—
Windsor	2,000	(1)	—	—	29,340	(9)	—	—	24,358	(7)	—	—
TOTAL	887,770	(152)	291,920	(18)	1,192,568	(200)	246,240	(19)	616,684	(115)	172,920	(17)

* incl. École polytechnique de Montréal.

TABLEAU IV

TABLE IV

	MATHÉMATIQUES PURES ET APPLIQUÉES		OCÉANOGRAPHIE ET LIMNOLOGIE		CYBERNÉTIQUE		RECHERCHE SPATIALE	
	PURE AND APPLIED MATHEMATICS		OCEANOGRAPHY AND LIMNOLOGY		COMPUTER FACILITIES AND RESEARCH		SPACE RESEARCH	
université <i>university</i>	Subventions de travaux ¹⁵		Subventions de travaux ¹⁶		Subventions ¹⁷		Subventions de travaux ¹⁸	
	Operating grants ¹⁵		Operating grants ¹⁶		Grants ¹⁷		Operating grants ¹⁸	
	\$	no	\$	no	\$	no	\$	no
Alberta	28,000	(5)	—	—	61,000	(2)	28,000	(3)
U.B.C.	28,000	(1)	100,000	(1)	53,000	(1)	—	—
Carleton	—	—	—	—	7,000	(1)	—	—
Dalhousie	6,000	(1)	100,000	(1)	9,000	(1)	—	—
Manitoba	—	—	—	—	6,000	(1)	—	—
McGill	27,640	(1)	—	—	60,000	(1)	—	—
McMaster	14,000	(2)	—	—	48,000	(1)	—	—
Memorial	—	—	—	—	8,000	(1)	—	—
Montréal	37,000	(3)	—	—	55,000	(1)	—	—
U.N.B.	—	—	—	—	15,000	(1)	—	—
Ottawa	2,000	(1)	—	—	11,000	(1)	—	—
Queen's	15,000	(3)	—	—	14,000	(1)	—	—
St. Francis X.	—	—	—	—	8,000	(1)	—	—
Saskatchewan	—	—	—	—	31,600	(3)	47,000	(3)
Sir G. Williams	—	—	—	—	6,000	(1)	—	—
Toronto	28,000	(3)	85,000	(1)	105,000	(1)	20,000	(1)
Waterloo	16,000	(2)	—	—	52,000	(1)	—	—
Western	2,054	(2)	—	—	39,400	(2)	25,000	(2)
Windsor	2,360	(1)	—	—	10,000	(1)	—	—
T O T A L	206,054	(25)	285,000	(3)	600,000	(23)	120,000	(9)

TABLEAU V

TABLE V

université <i>university</i>	RECHERCHES DENTAIRES		PSYCHOLOGIE EXPÉRIMENTALE		COMMISSION DE CONTRÔLE DE L'ÉNERGIE ATOMIQUE			
	—		—		—			
	<i>DENTAL RESEARCH</i>		<i>EXPERIMENTAL PSYCHOLOGY</i>		<i>ATOMIC ENERGY CONTROL BOARD</i>			
	Subventions de travaux ¹⁹		Subventions à l'achat ²⁰		Subventions à l'achat ²¹		Subventions ²²	
	—		—		—		—	
	<i>Operating grants ¹⁹</i>		<i>Major equip- ment grants ²⁰</i>		<i>Operating grants ²¹</i>		<i>Grants ²²</i>	
	\$	no	\$	no	\$	no	\$	no
Acadia	—	—	—	—	2,500	(1)	—	—
Alberta	24,700	(6)	—	—	16,449	(7)	93,000	(1)
U.B.C.	8,000	(2)	—	—	4,647	(2)	235,000	(2)
Carleton	—	—	—	—	3,500	(1)	—	—
Dalhousie	5,015	(3)	—	—	19,000	(5)	—	—
Laval	—	—	—	—	—	—	79,000	(1)
Manitoba	47,490	(10)	4,000	(1)	5,951	(2)	140,000	(1)
McGill	12,000	(3)	—	—	37,350	(5)	155,000	(1)
McMaster	—	—	—	—	31,353	(7)	180,000	(1)
Montréal	18,400	(5)	2,500	(1)	5,000	(1)	33,000	(1)
Queen's	—	—	—	—	9,314	(4)	55,000	(1)
Saskatchewan	—	—	—	—	9,000	(2)	280,000	(3)
Toronto	50,000	(10)	51,200	(2)	23,000	(7)	—	—
Victoria	—	—	—	—	3,000	(1)	—	—
Waterloo	—	—	—	—	13,000	(6)	—	—
Western	—	—	—	—	9,500	(4)	—	—
Windsor	—	—	—	—	2,500	(1)	—	—
York	—	—	—	—	18,000	(5)	—	—
TOTAL	165,605	(39)	57,700	(4)	213,064	(61)	250,000	(12)

TABLEAU VI

TABLE VI

université university	total				GRAND TOTAL
	Subventions de travaux		Subventions à l'achat		
	— Operating grants		— Major equip- ment grants		
	\$	no	\$	no	
Acadia	25,450	(8)	—	—	25,450
Alberta	1,049,012	(151)	125,100	(9)	1,174,112
Bishop's	2,657	(2)	—	—	2,657
Brandon	7,000	(3)	—	—	7,000
U.B.C.	1,460,614	(149)	273,117	(21)	1,733,731
Brock	6,000	(1)	—	—	6,000
Carleton	115,262	(28)	9,500	(1)	124,762
Dalhousie	300,401	(40)	35,000	(3)	335,401
Guelph	125,888	(37)	40,000	(1)	165,888
Jean-de-Brébeuf	2,000	(1)	—	—	2,000
Laurentienne	4,100	(2)	—	—	4,100
Laval	429,801	(59)	164,350	(7)	594,151
Loyola	16,800	(6)	—	—	16,800
Manitoba	542,610	(74)	46,067	(5)	588,677
McGill	1,150,754	(119)	255,326	(24)	1,406,080
McMaster	814,758	(81)	104,870	(3)	919,628
Memorial	85,400	(20)	17,350	(2)	102,750
Moncton	5,000	(1)	—	—	5,000
Montréal	449,190	(59)	71,500	(5)	520,690
Mt. Allison	25,230	(5)	32,000	(1)	57,230
U.N.B.	157,620	(28)	26,132	(3)	183,752
Nova Scotia T.	78,289	(21)	8,500	(1)	86,789
Ottawa	295,400	(46)	80,000	(2)	375,400
Queen's	466,077	(69)	199,500	(10)	665,577
St. Francis X.	60,145	(15)	11,000	(1)	71,145
St. John's	3,500	(1)	—	—	3,500
St. Mary's	5,000	(3)	—	—	5,000
St. Paul's	5,500	(2)	—	—	5,500
Saskatchewan	867,164	(96)	19,400	(3)	886,564
Sherbrooke	44,750	(14)	21,900	(2)	66,650
Sir G. Williams	12,200	(5)	—	—	12,200
Toronto	1,543,907	(185)	453,695	(34)	1,997,602
Trent	7,266	(2)	—	—	7,266
Victoria	51,777	(17)	14,500	(2)	66,277
Waterloo	305,926	(67)	39,100	(3)	345,026
Western	402,004	(73)	104,300	(9)	506,304
Windsor	150,211	(43)	—	—	150,211
York	28,000	(7)	—	—	28,000
Autres — Other	2,500	(1)	—	—	2,500
TOTAL	11,105,163	(1541)	2,152,207	(152)	13,257,370

APPAREILS MAJEURS SPÉCIAUX
—
SPECIAL MAJOR INSTALLATIONS

TOTAL

université <i>university</i>	Subventions de travaux ²³		Subventions à l'achat ²⁴		
	— <i>Operating grants</i> ²³		— <i>Major equip- ment grants</i> ²⁴		
	\$	no	\$	no	
Laval	35,500	(1)	30,000	(1)	65,500
Montréal	50,000	(1)	25,000	(1)	75,000
Ottawa — Carleton	250,000	(1)	—	—	250,000
Toronto	500,000	(1)	50,000	(1)	550,000
TOTAL	835,500	(4)	105,000	(3)	940,500

Sources

- ¹ Compte rendu annuel sur l'aide apportée à la recherche scientifique dans les universités, Conseil national des recherches, Ottawa, 1964-1965, p. 50.
- ² *ibid.*, p. 50.
- ³ *ibid.*, pp. 73-95.
- ⁴ *ibid.*, pp. 96-97.
- ⁵ *ibid.*, pp. 106-122.
- ⁶ *ibid.*, pp. 123-124.
- ⁷ *ibid.*, pp. 151-160.
- ⁸ *ibid.*, pp. 160-161.
- ⁹ *ibid.*, pp. 127-135.
- ¹⁰ *ibid.*, pp. 136-137.
- ¹¹ *ibid.*, pp. 138-149.
- ¹² *ibid.*, pp. 149-150.
- ¹³ *ibid.*, pp. 98-104.
- ¹⁴ *ibid.*, p. 105.
- ¹⁵ *ibid.*, pp. 171-172.
- ¹⁶ *ibid.*, p. 163.
- ¹⁷ *ibid.*, pp. 125-126.
- ¹⁸ *ibid.*, p. 173.
- ¹⁹ *ibid.*, pp. 164-166.
- ²⁰ *ibid.*, p. 166.
- ²¹ *ibid.*, pp. 167-170.
- ²² *ibid.*, p. 162.
- ²³ *ibid.*, p. 174.
- ²⁴ *ibid.*, p. 174.

References

- ¹ *Annual Report on Support of University Research, National Research Council, Ottawa, 1964-1965, p. 16.*
- ² *Ibid.*, p. 16.
- ³ *Ibid.*, pp. 73-95.
- ⁴ *Ibid.*, pp. 96-97.
- ⁵ *Ibid.*, pp. 106-122.
- ⁶ *Ibid.*, pp. 123-124.
- ⁷ *Ibid.*, pp. 151-160.
- ⁸ *Ibid.*, pp. 160-161.
- ⁹ *Ibid.*, pp. 127-135.
- ¹⁰ *Ibid.*, pp. 136-137.
- ¹¹ *Ibid.*, pp. 138-149.
- ¹² *Ibid.*, pp. 149-150.
- ¹³ *Ibid.*, pp. 98-104.
- ¹⁴ *Ibid.*, p. 105.
- ¹⁵ *Ibid.*, pp. 171-172.
- ¹⁶ *Ibid.*, p. 163.
- ¹⁷ *Ibid.*, pp. 125-126.
- ¹⁸ *Ibid.*, p. 173.
- ¹⁹ *Ibid.*, pp. 164-166.
- ²⁰ *Ibid.*, p. 166.
- ²¹ *Ibid.*, pp. 167-170.
- ²² *Ibid.*, p. 162.
- ²³ *Ibid.*, p. 174.
- ²⁴ *Ibid.*, p. 174.

BOOK REVIEWS — NOTES DE LECTURE

REPORT OF THE COMMISSION OF INQUIRY

University of Oxford

Two volumes. Oxford University Press, 1966.

Early in 1964 the Hebdomadal Council of Oxford University appointed a Committee "... to consider the recommendations and criticism (of the University of Oxford) in the Robbins Report..." This Committee recommended the creation of a Commission of Inquiry and this was promptly established in March of 1964. The Commission consisted of six fellows or tutors of the University and Lord Franks, Provost of Worcester College, as Chairman. Lord Franks is, of course, the former British Ambassador to Washington and he was Chairman of Lloyd's Bank from 1954 to 1962. His experiences thus extend well beyond academe.

The Commission was

To inquire into and report upon the part which Oxford plays now and should play in the future in the system of higher education in the United Kingdom, having regard to its position as both a national and an international University :

However, the terms of reference (which go on for two pages) specify that the Commission should give specific attention to the government of the university, to the appointment, term of office and functions of the Vice-Chancellor, to whether the methods of teaching are effective and economical, to whether the methods of selecting undergraduates and the system of scholarships are justified on educational grounds, and to the appropriate relative size of undergraduate and graduate enrollment.

The Commission solicited submissions from inside and outside the University and these submissions have been published elsewhere. Subsequently there were public hearings on the written submissions. In addition the Commission undertook a number of studies through questionnaire and otherwise and the results of some of these have been published separately.

The sections of the Report dealing with university government should be very helpful to Canadian universities considering the implementation of the Duff-Berdahl recommendations. Much of the discussion on admission policies and procedures, on the appropriate use of scholarships, on teaching methods, on teaching loads, and on examination procedures is relevant to Canadian university problems. Even the draft statutes included in Volume I might prove useful to those preparing new university legislation. However, the statistical material in Volume II and material in Volume I dealing with university operating costs and with the financial arrangements between the University and the colleges will no doubt contain more information about Oxford than most Canadians will care to know.

The Commission reaches the conclusion that the University should continue to be governed by the faculty; but it proposes numerous changes in administrative arrangements designed to ensure that such administration will be efficient and thoroughly democratic. The general tenor of the Report is indicated in the following quotation :

To maintain the morale of a university, the most important element in its success is that the staff should be informed about, and assent to, the main decisions of policy, and should have the means of making its voice felt in these, and in lesser matters, where it cares sufficiently to do so. We believe that this requires that the business, as well as the more strictly academic, structures of government should be democratic.

While the Commission thus recognizes that a democratic system does not require all members to participate actively in every activity, it also warns faculty that

A refusal in the university to give rational discussion of their administration a high priority must result either in tyranny mitigated by muddle or in time-wasting reduplication of effort.

The Commission's views on the order in which reforms should be undertaken may well be relevant to developments in Canada. They assert that

An effective administrative system which combines democracy with decision is the first need of Oxford. Unless this is secured, other reforms cannot be undertaken with real hope of success . . .

Boards of Governors, governments and others concerned with the establishment or reform of university governments might well ponder

the Commission's views on the benefits to the institution of a democratic faculty government. The Commission says

We have referred to the freedom enjoyed by the academic staff of Oxford in the organization of their work. Working within this wide degree of freedom entails a high sense of personal responsibility for teaching and scholarship. This is most likely to be found when the members of an academic community take the preponderant part in reaching the decisions about the way in which their responsibilities should be discharged. This we regard as an important element in academic freedom.

The Commission recommended that the Hebdomadal Council be formally recognized as the chief administrative body of the University. It would continue to consist of 24 members, all faculty, with six being ex-officio and the remainder elected by Congregation (i.e. the general faculty). It should be noted that even the ex-officio members would be elected, by the appropriate faculty groups, to the positions which give them their ex-officio representation on Council. The Hebdomadal Council performs essentially the same functions as a Canadian Board of Governors but, since it consists entirely of faculty, financial decisions presumably would be made with a better understanding of academic implications than is likely to be true under the Canadian system where faculty are usually excluded from Boards of Governors.

Congregation, in addition to selecting the members of Council, would have certain powers to debate the policies of the Council and of the Vice-Chancellor, and it would also have to approve any changes in the statutes of the University.

The suggestion was put to us that there should be representatives from outside the University among the membership, both because there should be disinterested persons to participate in the responsibility for spending so much public money, and because the experience of suitable members from outside would help the University to take objective view of its own performance. These are important points, but we think that Council in Oxford is much more active in the conduct of affairs than it can be in universities where much of the administration is in the hands of a "permanent" Vice-Chancellor, and where the average membership of Council is about forty, two-thirds or more being lay members. It must be remembered that Council in Oxford meets weekly in term and on certain occasions in vacation. . . . we do

not see how the kind of person who could make a real contribution to Oxford could be expected to find the time required unless he happened to live here. Fortunately the composition of the academic body at Oxford is always such that it contains a number of persons with wide experience and in constant touch with sources of opinion outside, and through such things as the Visiting Fellowships at Nuffield College regular contact is maintained with leaders in politics, in industry, and in the trade unions. ... we fully agree that the universities must be seen to be using their funds properly and well ... The democratic structure itself probably ensures that the conduct of business is carried on more in the public view than elsewhere ... For these reasons we do not propose the addition of lay members to Council, though we think that great benefit has been obtained in the past, and should continue to be obtained in the future, from the help of outside experts on some committees, for example on investment policy.

The conditions which the Commission specifies as making unnecessary outside representation on Council (i.e. on the Board of Governors) should probably be approximated in at least a few of the large Canadian Universities.

It is interesting that the Commission suggests that publicity is a suitable method of ensuring that the Council will act in the public interest. This makes an interesting contrast with what appears to be the typical situation in Canada. Here Boards normally conduct their business in secret and publish no minutes for distribution outside the Board itself. One of the objections frequently advanced by members of Boards of Governors and by Presidents against faculty representation on Boards is that such an arrangement might partly break down the secrecy of the Board's deliberations. It is also interesting that the Commission — admittedly in another context — stated that :

Oxford is now in a world that believes that the only reason for withholding information is that it is discreditable.

Turning to the question of the Vice-Chancellor (i.e. the President) the Commission says

The position and tenure of the Vice-Chancellor is of central importance ... the term must be long enough to enable a man to use the instrument we have designed for him. But it must not be so long that he becomes remote from the interests of academic life; nor

that ... he becomes fixed in his ideas. Here the problem is to balance continuity in policy against the need, experienced by the best organizations, for periodic rejuvenation.

After proposing to meet the above requirements by giving the Vice-Chancellor a non-renewable four year term, they go on to state that

... the choice should be approved by the whole academic community, for this is the most important of all the elections which the University will make.

The nomination is to be made, of course, by a specifically selected faculty committee, chaired by the retiring Vice-Chancellor and consisting of six members of Council (people with experience of administration) and the six most recent ex-Proctors as general representatives of faculty.

In addition to the democratic provisions for the selection of members of Council and for the selection of the Vice-Chancellor, additional democratic procedures are proposed as follows :

The third power of Congregation is to debate resolutions submitted by council. We recommend that, in order to test opinion in Congregation, Council may submit resolutions at any time, and should also do so ... in connection with a statement by the Vice-Chancellor on the general progress of the University. This is part of our programme to improve the system of communications in the University and to make democracy more effective through information. ... We believe that the submission of the application (to the University Grants Commission) should entail the necessity for Council to explain the broad outlines of the plan to Congregation, and that there should be a debate upon it. Congregation should be invited to pass a resolution approving the course charted for the future, with the opportunity to move amendments deploring the whole or parts of the plan. ... The object would be to involve Congregation in the activities of the administration and to reassure Council that its policies were in general understood and approved. ... We consider that the Vice-Chancellor should make a statement at the beginning of each academic year, reviewing progress, giving information on policy about future developments, and inviting Congregation to express its approval of the lines being followed. The change involved here is from the retrospective reports contained in speeches from

the Vice-Chancellor to an announcement of future intentions with the opportunity for debate and an expression of opinion.

Decisions on purely academic matters — the functions of Canadian Senates — are to be made at Oxford by faculty and sub-faculty Boards. Almost all the members of these Boards are to be elected by appropriate faculty groups.

Many other matters of interest, which can only be mentioned briefly here, are dealt with in the Report. There is stress on the need to keep committees small (or to use administrators rather than committees wherever possible) in order to avoid waste of faculty time. There is recognition that

... a prerequisite of the ability to make good decisions on general policy and to exercise an effective control over their execution is to relinquish subordinate activity.

It is suggested that there should be a maximum of fourteen pupil-contact hours per week (including all tutorials, seminars, demonstrating, classes, lectures, and supervision and instruction of postgraduate students) but it is also recognized that the appropriate distribution of time between research and teaching may well vary from one faculty member to another. However, the Commission considers that everyone should engage in teaching under-graduates, supervising graduate students, and research and

... it is not our view that Oxford should be reorganized to separate great Graduate Schools from undergraduate teaching.

The Commission's statement that "In the long run we favour a national university entrance examination" is of interest in the light of recent developments along this line in Canada.

Many sections of the Report can be read with profit by faculty members, by university administrators, by members of Boards of Governors, and by government officials concerned with university matters. But the inferences one draws from the Report will no doubt depend somewhat on one's preconceptions. I thought that the Report made out a strong case for administration of universities by their faculties at least where the universities are sufficiently large. The democratic principles of selection recommended could presumably be applied to the selection of faculty administrators in any university. But one might draw other conclusions. The Hebdomadal Council

meets weekly while many Canadian Boards get along with three or four meetings a year. The elected Vice-Chancellor is to be limited to a four year term since he is likely to "... become fixed in his ideas." Maybe these points are just evidences of the incompetence of faculty as administrators.

E. D. Maher,
University of New Brunswick.

THE UNIVERSITY IN THE MODERN WORLD

by **Lord Robbins**

London : MacMillan, 1966.

This slim volume containing eight "occasional pieces" marks a further contribution by the author of the Robbins Report to the continuing discussion of important issues facing higher education today. Though their author is quick to disclaim any suggestion that the pieces are likely to be of enduring value, they certainly provide the reader with ready access to the mind of a person of broad experience in higher education and a passionate concern for its future well-being. No topic is dealt with at any length, but the range of Robbins' concern is impressive and the lively, provocative presentation of his ideas most stimulating.

All eight papers postdate the Robbins Report and may be considered as a series of footnotes to it, dealing as they do with issues treated in the Report or arising from it. The first, from which the volume takes its title, presents the text of an inaugural address delivered before an assembly of European universities' rectors and vice-chancellors. Providing a synoptic view of some central issues facing universities today, among which are accessibility, curricular reform, and optimal size, it is included in the hope that it may serve as "background ideology" for the rest.

The second paper, presented originally at Harvard University, is a very able summary, with added comments, of certain central themes from the Robbins Report. Included in a discussion of the relations between government and the universities (#vii, pp. 32-36) is the best brief account I have seen of the rationale behind the U.K. University Grants Committee. Robbins' enthusiastic endorsement of the two principles of "the buffer committee" and "the block grant" are worth

reading by all who desire to create or to maintain for the universities both "a substantial insulation from irrelevant political intrusions and a considerable safeguard of the initiative and freedom of individual institutions" (p. 35). However, this does not mean that Robbins regards some degree of governmental support and participation as wholly regrettable.

The longest piece and the only one Robbins remarks on as having been undertaken unwillingly, his *Evidence presented to the Commission on Oxford University*, is in some respects the most interesting. Containing his brief to the Commission and a transcript of the oral questioning by the Commission members, the cut and thrust (polite and urbane as one would expect in Oxford) of the dialogue adds considerable interest. Bound to strike a responsive chord in some readers, and a tender nerve in others, is Robbins' criticism of "the grasshopper succession of vice-chancellors, holding office for two or three years, and chosen, if not at random, at any rate not necessarily on tests of pure efficiency" (p. 68). Also to be noted is his criticism of the Oxford equivalent of a board of governors for the absence from it of lay representatives.

Three of the papers deal with special types of higher education. One, concerning institutes of technology, contains a moving plea for greater emphasis upon the training of elementary and secondary level teachers, especially in mathematics and the sciences. In the course of these remarks, Robbins takes a crack at the principle of salary equivalence, with the provocative comment that, "the educational system of this country runs the risk of self-sterilization by overmuch insistence on uniformity of emoluments when there is non-uniformity of market conditions" (p. 106). Here, I think, we find the economist rather than the faculty member speaking. A short paper on *The Fine Arts and Applied Arts at University Level* finds Robbins firmly in the C. P. Snow camp with another provocative remark that, "The arts man who hates and despises science and technology is a much more frequent phenomenon than the science man who is indifferent to the arts" (p. 116).

The final piece contains the text of a speech delivered by Robbins in the House of Lords on December 1, 1965. It is a thorough criticism, not without touches of savage wit, of the present policies of the British government on higher education. Though concerned in particular with the government's rejection of the Robbins' Commission proposal for

the integration of the teacher-training colleges into the British universities, the speech exhibits Robbins' growing uneasiness over what in his judgment is the lack of a sound policy on higher education by the British government.

For a good introduction to contemporary problems facing higher education, an introduction performed by an acknowledged master in the field, this volume is highly recommended.

Edward J. Monahan,
Associate Executive Secretary.

PARLIAMENT AND THE EXECUTIVE
AN ANALYSIS WITH READINGS

by **H. V. Wiseman**

London : Routledge & Kegan Paul, 1966.

Teachers of American government and politics have long been accustomed to an almost unlimited choice of anthologies ("books of readings", "case books", etc.) designed to supplement the basic textbooks used in introductory courses. Teachers and students of British politics, on the other hand, have not been nearly so well served. Partly, of course, this merely reflected the different teaching methods of British universities, but partly it seems also to have been a function of the relatively small size of the British academic community. At any rate, it seems more than coincidental that as the number of students engaged in political studies has risen with the general increase in opportunities for higher education in Britain, anthologies dealing with various aspects of the British political system have begun to flood onto the market.

In one important respect, however, the British anthology usually differs from its American counterpart: instead of including a wide range of selections designed to cover the whole field of political institutions and processes, it focuses upon a single aspect of the political system and is designed to enable students to explore that aspect in considerable depth. An excellent example of the latter type of anthology is this volume assembled by Dr. H. V. Wiseman, Professor of Government in the University of Exeter. Taking as his theme the problem of executive-legislative relations in Britain, Dr. Wiseman has brought

together one hundred and twenty well-chosen extracts from the writings of lawyers, historians, politicians, political scientists and from various public and private documents. These range from the eighteenth century to the present, from the classic statement of Parliament's unlimited legal authority in Blackstone's *Commentaries* to a recent article in *The Times* by Mr. Michael Ryle, Senior Clerk in the House of Commons and at present clerk to the Select Committee on Nationalized Industries, on "Greater Committee Scope for M.P.s."

Particularly interesting, especially in view of the recent grumblings from backbenchers of all parties about the procedures of Parliament, are the extracts from evidence given before the Select Committees on Procedure of 1931, 1946, and 1958 which have about them a distinct ring of contemporaneity. For example, both the case presented by Lloyd George in 1931 in favour of increasing the effectiveness of the Commons by the greater use of specialized standing committees, and the cautious "ministerial point of view" expressed by Ramsay MacDonald, are today strikingly (the reformer might say distressingly) familiar. Indeed, as Professor Wiseman shows in his admirably concise and lucid introduction, the tension in the British political system between the executive, whether in monarchical or cabinet form, and Parliament is by no means a modern phenomenon. From Lord Dunning's famous motion in 1780 ("That the power of the Crown has increased, is increasing, and ought to be diminished") to the motion of Viscount Cecil of Chelwood in 1950 ("That the growing power of the cabinet is a danger to the democratic constitution of the country") the nature of controversy has been essentially the same.

Where present-day critics are on slightly different ground, however, is in their conviction that the tension between executive and legislature has at last been resolved — the executive, it is claimed, now rules supreme. There is some disagreement as to whether the new situation should be called "cabinet government" or (as Mr. Richard Crossman has suggested) "prime ministerial government", but all agree that it is definitely not "parliamentary government". In a House of Commons divided between two disciplined, monolithic parties the whole notion of parliamentary control of the executive has become meaningless. Nowadays, it is clear, it is the electorate, not an independent House of Commons, that periodically sacks or renews a ministry. Even the hallowed doctrine of individual ministerial responsibility has become yet one more weapon in the prime minister's formidable armoury: if it appears to him that the dismissal of a blundering minister is likely

to damage his government's electoral prospects, the minister will be defended by whipping into line the party's parliamentary majority; if, on the other hand, a public sacrifice seems to be in order, the prime minister is able with impunity to dismiss an unpopular minister or even remake his cabinet completely (as Mr. Macmillan did in the "Great Purge" of 1962).

Though starting with roughly this same basic analysis, two very different schools of thought have emerged in the debate over what can, or should, be done to reform the present system. There are first of all the traditionalists who nostalgically look back to an alleged "golden age", to a time when (in the apophthegm of the great lord treasurer Burleigh) "England could never be ruined but by a Parliament." In this view (as in Dicey's) every new conferment of power on the executive is a regrettable deviation from the Rule of Law. For the traditionalist, therefore, the only remedy is a redressing of the balance of power between executive and legislature. The other school takes what may be called a "functional" approach : given the present reality, it argues, it is neither possible nor desirable to return to the classical parliamentary model. Instead, Parliament should be reformed in such a way as to make it more efficient in carrying out those functions which it does perform : in other words, Parliament (and the individual member of Parliament) should be better equipped to provide effective scrutiny and publicity to all the acts of government. Ultimate control should be left to the electorate. Parliament's modern role is to serve (as Professor Bernard Crick has put it) as the "permanent hustings" in the period between general elections.

For those concerned with this continuing debate Professor Wiseman's anthology provides an excellent historical background. Its most obvious deficiency is the absence of any study of contemporary legislative behaviour, but that is a deficiency not only of this volume but of British political science in general.

S. J. R. Noel,
University of Western Ontario.

NOTICE OF POSITIONS VACANT *

ANNONCE DES POSTES VACANTS *

University of Waterloo, Waterloo, Ontario : It is planned to make four of the following six appointments in the *Department of Electrical Engineering* in 1967, the usual starting date being September 1. Communications : 1, 2 or 3. Computers : 2 or 3. Circuitry of Solid State Devices : 2 or 3. Networks : 2 or 3. Control : 1 or 2. High Voltage or Electrical Machines : 2 or 3. Guide to Numbers : 1- professor, 2- associate professor, 3- assistant professor.

Simon Fraser University, Burnaby, B.C. : The *Department of Economics and Commerce*. Applications invited at all rank levels to staff rapidly expanding program at undergraduate and graduate levels. Doctorates or near-doctorates required. Specialists needed in many areas, including public finance, educational economics, statistics, econometrics, regional economics, economic history, economic theory, monetary economics, operations research, accounting, business finance, management, marketing, and commercial law. Applications and enquiries should be sent to Dr. Parzival Copes, Head of the Department.

University of Saskatchewan, Saskatoon, Saskatchewan. The *Department of English* invites applications for positions as assistant professor (from \$8,200.00) associate professor (from \$11,500.00) and professor (from \$15,000.00), particularly from specialists in the Romantic and Victorian periods, Shakespeare, and Canadian literature. Send application, curriculum vitae, a recent photograph, and addresses of three referees to Professor D. R. Cherry, chairman, Department of English, University of Saskatchewan, Saskatoon, Saskatchewan.

Université de Montréal. An opening exists for a Ph.D. with teaching experience in the field of nineteenth century British Literature, preferably Victorian. A speaking knowledge of French is required for carrying on business other than teaching. The chief duties are to teach graduate and undergraduate course in nineteenth century British Literature, and direct theses in nineteenth and twentieth century Literature.

* Notices of positions vacant are carried free of charge. They should be sent to the Editor *C.A.U.T. Bulletin*, Room 603, 77 Metcalfe St., Ottawa 4, Ontario.

† L'insertion de l'annonce d'un poste vacant est gratuite. Veuillez faire parvenir toute annonce au Directeur du *Bulletin de l'A.C.P.U.*, 77, rue Metcalfe, bureau 603, Ottawa 4, Ontario.

The maximum load is eight hours, more commonly six. Salary and rank will depend on qualifications. The appointment begins June 1, 1967, and applications are invited before January 1, 1967. Write to Professor Robert M. Browne, Chairman *Department of English*, Université de Montréal, Montréal, P.Q.

University of Victoria, Victoria, B. C. Applications are invited for the post of instructor or assistant professor, salary \$7,200 to \$9,000 according to qualifications. Teaching duties will include one section in an introductory course in Canadian history and two senior courses in Expansion Overseas. Applications should be sent to Sydney Pettit, *Department of History*, University of Victoria.

University of Waterloo, Waterloo, Ont. Department of Political Science. Applications are invited for several new positions in the Department of Political Science. Preference will be given to those whose special fields include local government, political theory, international relations, Soviet and East European government, parties and interest groups. Salary and rank according to qualifications and experience. Write to Professor T. H. Qualter, Chairman, Department of Political Science, University of Waterloo, Waterloo, Ontario, and include curriculum vitae.

University of Windsor, Windsor, Ont. Teaching position in *Industrial Engineering*. One full time position opens Sept. 1, 1967. Applicants should have a background in Operations Research, Computer Applications, etc. Duties would involve both undergraduate and graduate teaching as well as research supervision. Ph.D. required. Salary and rank open. Send replies to : W. G. Colborne, Head, Dept. of Mech. Eng., University of Windsor, Windsor, Ontario.

The Universities Commission (Alberta), Capital Planning Officer. The Universities Commission requires a Capital Planning Officer whose duties, in relation to the universities of Alberta, will include the following : 1. Compiling data relative to the extent, nature and use of space at Alberta universities, and elsewhere. 2. Developing criteria and standards which may be applied in order to establish space requirements. 3. Becoming familiar with academic research and other university functions in relation to the kinds of space and equipment necessary to their purposes. 4. Examining and analyzing proposals made by the universities a) in respect of buildings, b) in respect of equipment and furnishings. 5. Making projections on the capital needs of the universities. 6. Advising the Commission on all matters relating to capital planning and development. Salary — subject to negotiation — about \$15,000. Any relevant combination of qualifications and expe-

rience accepted. Apply to : The Chairman, Universities Commission, 1104 Garneau Towers, 8510 — 111 Street, Edmonton, Alberta.

University of Calgary, Calgary, Alta. Faculty of Engineering. Invites applications for the position of Professor of Engineering and Head of Common Curriculum to co-ordinate all courses in the first two common years and the non-technical common courses in the final two years of the four-year engineering programs. The programs contain a continuous sequence of courses in the humanities and social sciences, stress engineering fundamentals, and provide a modest degree of specialization in the final two years. The appointee will have the status of a Department Head and will be in that position with respect to all engineering students in the first years. Applicants should have a Ph.D. and substantial teaching and research experience in engineering and will be expected to do some teaching and participate in research. Salary from \$15,725 depending on qualifications. Write to Dr. A. M. Neville, Dean of the Faculty of Engineering.

University of Saskatchewan, Regina Campus, Regina, Sask. The Division of Natural Sciences invites applications for the following academic posts as of July 1, 1967. Applicants should have completed (or be completing) work towards the Ph.D. degree. Duties to consist of research and teaching at both undergraduate and graduate levels. New laboratories and facilities available. 1966-67 salary ranges : (12 month basis), Professor : \$15,000; Associate Professor : \$11,500-\$14,600; Assistant Professor : \$8,200-\$11,100; rank and salary dependent on training and experience.

Biology — three positions — one for a Plant Physiologist, one for a Vertebrate Zoologist and one for an Invertebrate Zoologist. Preferred areas of interest are physiological ecology, limnology, radiobiology or development biology.

Chemistry — two positions — in the fields of physical (or theoretical) organic chemistry, molecular spectroscopy or analytical chemistry.

Mathematics — four positions — preference given to specialization in analysis, algebra, geometry and computer science but others will be considered.

Physics — two positions — specialization open but a preference exists for an applicant with an interest in teaching elementary astronomy.

Send complete curriculum vitae, small photograph and names of three or four references or request for further information to : Chairman,

Division of Natural Sciences, University of Saskatchewan, Regina Campus, Regina, Saskatchewan.

Lethbridge Junior College. The new University at Lethbridge invites applications for appointments in *Mathematics* and *Statistics*, commencing July, 1967 or as early as January 1. Doctorate preferred, with rank and salary dependent upon qualifications and experience. Senior appointments may be made. Apply to the Dean of Arts and Sciences of the University at Lethbridge, Lethbridge, Alberta.

Université d'Ottawa, Ottawa, Ontario. Département de Science politique, poste vacant. Professeur et directeur de département de Science politique. Qualités ou titres requis — Doctorat, agrégé ou titulaire, plusieurs années d'expérience dans l'enseignement et la recherche, bilingue et expérience administrative préférable. Nature des fonctions — prendre la direction d'un département de 10 professeurs, assurer l'enseignement d'un cours, préférablement en institutions politiques, et diriger des recherches avec assistant. Traitement — selon l'expérience et les qualifications. Personne à qui s'adresser — Donat Pharand, Directeur, Département de Science politique. Date d'entrée en fonctions — 1 juillet 1967. Date limite de réception des demandes — aussitôt que possible.

The University of New Brunswick, Fredericton, N.B. Department of Chemistry invites applications for the position of Assistant or Associate Professor of Physical Chemistry. Faculty members are encouraged to carry out research in the field of their interest, to direct graduate students and to attend conferences of their choice. The Department will assist the successful applicant in obtaining the equipment needed to commence research. The course load will not exceed six contact hours per week during the academic year. Rank and salary depend on qualifications. Applications should be directed to the Head of the Chemistry Department.

Bishop's University, Lennoxville, Que. Department of Classics : Lecturer or Assistant Professor. At least M.A. in course, nearing completion. Duties — lecturing. Lecturer \$7300 to \$8700; Assistant Professor \$8700 to \$11,200. Address inquiries to Dr. Anthony W. Preston. Date of appointment : July 1, 1967; closing date for receipt of application : December 31, 1966.

Department of English : Lecturer or Assistant Professor. Ph.D. preferred; interest in American Literature. Duties : lecturing. Lecturer \$7300 to \$8700; Assistant Professor \$8700 to \$11,200. Send inquiries

to Professor James Gray. Effective date of appointment : July 1, 1967.
Closing date for applications : December 31, 1966.

Department of Fine Art : Lecturer, Assistant Professor, Associate Professor, or Professor. At least M.A. To initiate and give courses in The History of Art. Lecturer \$7300 to \$8700; Assistant Professor \$8700 to \$11,200; Associate Professor \$11,200 to \$14,500; Professor \$14,500 up. Send inquiries to Dean I. L. Campbell. Effective date of appointment : July 1, 1967.

Department of History : Lecturer or Assistant Professor. Ph.D. preferred; interest in History of British Commonwealth and Asia or Africa. Duties : lecturing. Lecturer \$7300 to \$8700; Assistant Professor \$8700 to \$11,200. Address inquiries to Professor Claude Thibault. Date of appointment : July 1, 1967.

Department of Modern Languages : Lecturer, Assistant Professor, or Associate Professor. M.A. in French, Ph.D. preferred. Candidates should be fluently bilingual. Preference will be given to those also qualified for some teaching in Spanish or German. Lecturer \$7300 to \$8700; Assistant Professor \$8700 to 11,200; Associate Professor \$11,200 to \$14,500. Address inquiries to Professor E. H. Yarrill. Effective date of appointment : July 1, 1967.

Department of Music : Lecturer, Assistant Professor, Associate Professor, or Professor. At least M.A. To initiate and give courses in the History of Music. Lecturer \$7300 to \$8700; Assistant Professor \$8700 to \$11,200; Associate Professor \$11,200 to \$14,500; Professor \$14,500 up. Address inquiries to Dean I. L. Campbell. Date of appointment : July 1, 1967.

Department of Psychology : Lecturer, Assistant Professor, or Associate Professor. M.A., Ph.D. preferred. To lecture in Industrial Psychology and the Principles of Psychological Testing. Lecturer \$7300 to \$8700; Assistant Professor \$8700 to \$11,200; Associate Professor \$11,200 to \$14,500. Address inquiries to Professor David Smith. Date of appointment : July 1, 1967.

Department of Political Science : Associate Professor or Professor. M.A., Ph.D. preferred. Duties : Head of Department. Associate Professor \$11,200 to \$14,500; Professor \$14,500 up. Address inquiries to Dean I. L. Campbell. Appointment effective July 1, 1967.

Department of Sociology : Assistant Professor, Associate Professor, or Professor. Require M.A., Ph.D. preferred. Duties : to lecture. Assistant Professor \$8700 to \$11,200; Associate Professor \$11,200 to

\$14,500; Professor \$14,500 up. Address inquiries to Dean I. L. Campbell. Date of appointment : July 1, 1967.

Department of Chemistry : Lecturer or Assistant Professor. Ph.D. preferred. Teaching and research — Physical or Analytical. \$7300 to \$9000. Address inquiries to Professor W. Van Horn, Department of Chemistry. Date of appointment : July 1, 1967.

Department of Mathematics : Lecturer or Assistant Professor, according to qualifications and experience. Required : M.Sc. minimum. Teaching undergraduate and graduate courses in Statistics. \$7300 to \$9000. Address inquiries to Professor S. Taylor, Head of Department. Effective date of appointment : July 1, 1967. Closing date for receipt of application : March 1, 1967.

Department of Physics : Lecturer or Assistant Professor. Ph.D. preferred. Teaching undergraduates and carrying on research. \$7300 to \$9000. Address inquiries to Professor H. M. Dutton, Head, Department of Physics. Appointment for July 1, 1967. Closing date for applications : March 1, 1967.

Department of Biology : Lecturer or Assistant Professor of Biology (Animal Physiology). Ph.D. or candidate soon to receive Ph.D. Primarily teaching but with opportunity for research. \$8000 to \$9000. Address inquiries to Dr. A. N. Langford, Head of Department. Effective date : July 1, 1967. Applications handled as received.

Department of Philosophy : Lecturer, Assistant Professor, Associate Professor, or Professor (two appointments). Ph.D. preferred in both cases. First position — Classical or Medieval Philosophy. Second position — Logic and Analytical Philosophy and the Philosophy of Science. Duties : lecturing. Lecturer \$7300 to \$8700; Assistant Professor \$8700 to \$11,200; Associate Professor \$11,200 to \$14,500; Professor \$14,500 up. Address inquiries to Dr. Dallas Laskey. Date of appointment : July 1, 1967.

Trent University, Peterborough, Ontario. Applications are invited for the following teaching positions. (a) *Anthropology* (three) — Special competence in physical anthropology, cultural anthropology or old-world pre-history (one vacancy in each); (b) *Biology* (three) — (1) One botanist (2) One zoologist (3) One demonstrator who should have an Honours degree in Biology. (c) *Chemistry* (two) — Two demonstrators required with an honours degree in Chemistry; (d) *Economics* (one) — Special interest in statistical methods, aggregate analysis and international economics preferred; (e) *English Literature* (one) —

Special competence in Old and Middle English is desirable, though not essential; (f) *French* (one) to be Chairman of the Department of French — Candidate must be completely fluent in the language; (g) *History* (one) — Special competence in English 16th and 17th Century history, Expansion of Europe, American post-Civil War history and/or Russian history preferred; (h) *Philosophy* (one or more) — Special competence in ethics and/or logic (including the history of logic and the philosophy of logic) preferred; (i) *Physics* (three) — (1) A solid state physicist. (2) A theoretical physicist. (3) A demonstrator who must have an honours degree in physics; (j) *Politics* (one) — Special competence in political theory, comparative government or Canadian government and politics is desirable, though not essential; (k) *Psychology* (two or more) — (1) Chairman of the Department of Psychology. (2) One or more additional appointments at levels appropriate to experience and qualifications; (l) *Sociology* (four) competence in theory, research methods and statistics, Sociology of Politics, Sociology of Education, Industrial Sociology, and regional and community studies preferred; (m) *Spanish* (one) — to be Chairman of the Department of Spanish — Special competence in teaching philology and history of the Spanish language. Must be able to conduct classes in Spanish;

Salary and level of appointment will be appropriate to qualifications and experience. Salaries and minimum scale are competitive and subject to periodic review. Applications, including full *curriculum vitae* and names of three references, should be addressed to T. H. B. Symons, President and Vice-Chancellor, Trent University, Peterborough.

Brandon College, Brandon, Manitoba. Applications are invited for an instructress of *Physical Education and Athletics* for the academic year 1967-68. Applicant should have a Master's degree in physical education, and the minimum of two years of successful teaching. Applicant with a Bachelor's degree, will be considered if we could be assured that the Master's degree would be forthcoming soon. Address inquiries to : Professor Joseph M. Marshall, Director of Physical Education and Athletics, Brandon College, Brandon, Manitoba.

Carleton University, Ottawa, Ontario. Department of History. Three posts at the rank of assistant or associate professor. Qualification Ph.D. or near. Salary \$8,300-\$13,800. (1) Post-Confederation Canadian History, (2) United States in the 19th and 20th Centuries, (3) Britain from the 18th Century to the Present. Send replies to : G. S. Couse, Chairman, Department of History.

NOTICE OF PERSONS AVAILABLE FOR APPOINTMENT **

ANNONCE DES PROFESSEURS DISPONIBLES **

Casier 50. Littérature française et comparée, sociologie littéraire : doctorat d'université, mention « très honorable » (thèse : cosmopolitisme littéraire en France), U. Strasbourg, France; dipl. sciences politiques (avec thèse), U. Paris, France; licence-ès lettres (français, l. comparée), U. Budapest, Hongrie. Connaissances : six langues, hist. civilisation européenne moderne. Homme de lettres, essayiste, critique. Actuellement professeur, Paris. Cherche : « associate » ou « assistant » professorat. Propose : cours XX^e s. : litt. française, allemande et européenne; XIX^e s. : litt. française; rapports idées, société littérature, méthodes critiques.

Box 62. Philosophy. Male, age 45. Seeking position in a department of Philosophy. Qualified to teach courses in the Eastern and Western Philosophies. B.A. (Hons.) and M.A. degrees from Delhi University. Ph.D., New York University. Eighteen years' teaching experience. At present Professor of Philosophy in a midwestern college of the U.S.A.

Box 63. History : Head of History Dept., with varied administrative experience in small college, seeks position in institution with developing or established Graduate School. Ph.D. in American History with considerable graduate work and teaching experience in Modern European and Russian. Interested in teaching and research; presently preparing book for publication.

Box 64. Petrologist, 27, married, Ph.D. from a Scottish University. Seeks an academic post on university or college level. Publications,

** For fuller information write to the relevant Box No. at the C.A.U.T. National Office, Room 603, 77 Metcalfe St., Ottawa 4, Ontario.

Notices of person available for appointment are carried at \$2.00 for 40 words and \$3.00 for 50 words. Notices for insertion should be sent to the C.A.U.T. National Office.

** Toute demande de renseignements doit être adressée au numéro indiqué de la case, secrétariat de l'A.C.P.U., 77, rue Metcalfe, bureau 603, Ottawa 4, Ontario.

Le taux de l'annonce est fixé à deux dollars pour quarante mots et trois dollars pour cinquante mots. Les annonces doivent être envoyées au secrétariat de l'A.C.P.U.

teaching and research experience in igneous and metamorphic with mineralogy and geochemistry. Currently employed in England but available at short notice.

Box 65. Mathematics, Canadian male, married. M.A., Ph.D. anticipated in '67 (Analysis). Courses taught: Advanced Calculus, Linear Algebra, Elementary Statistics, Numerical Methods and Computer Programming. Also interested in Algebra. Background includes 4 years' computer work in industry. Recommendations available.

Box 66. Political Science: Ph.D., male, mid-thirties. Fields: international organization, international relations, comparative government, public administration, etc. Around forty publications in serious journals of several countries. Research in Europe, Britain and America. Teaching experience. Now on staff of American Political Science department. Interested in senior academic position with adequate research facilities.

Box 67. Music, male, 31. Canadian. Ph.D. dissertation progressing. Topic: Piano Music of Canadian Composers. Have performed much of this repertoire. Frequent CBC broadcasts. soloist with orchestras. U.S. tours. B.M., M.M. Study with Petri. Thevinne. Nine years' university teaching and administration.

Box 68. Economics, male, married, 34 years. Ph.D. University of Toronto, 1965. Major: Economic Theory, Economic Development, Economic History. 8 years' university teaching. Several publications. Available 1967-68 onwards. References supplied.

Box 69. Communications Specialist — graduate, professional engineer. Thirty years' senior industrial executive experience, two years' successful lecturing on all forms of business communications — letters, reports, oral, reading (Harvard University Course in Comprehension and reading speed) — for summer course or fall university appointment.

Box 70. Pianist, Canadian, widely experienced as teacher (Royal Academy of Music, London), lecturer, examiner, soloist, chamber music player, wishes to return to Canada to university or college post, etc. Available from January 1st, 1967.

Box 71. Science, M.A. in 1952, finished post-graduate course with degree of D.Sc. in 1962. One year at graduate school of university in

U.S.A. for study and research 1959-60. Experience in research and management work in laboratory.

Box 72. Geography. Ph.D. from Pennsylvania State University and an Advanced Training in Demography from the U. of Pennsylvania. 14 years' teaching experience in India and the United States.

Box 73. German-French (Russian-Hungarian). Male, 52, married, European Ph.D., Canadian citizen, many years of teaching experience in Europe and in Canada. Langs. and lit., lab. experience, widely travelled in Western and Eastern Europe, included U.S.S.R., seeks permanent position. Will consider Chairmanship. Available September 1967.

Box 74. Music : Male, 26; B. Mus. (Eastman School, Univ. of Rochester). M.A. (U. of Rochester) expected spring '67. Field : Theory. Major instrument : organ. Seeks position in Canadian college or university.

Box 75. Political Science. Candidate to Ph.D. at the Graduate Institute of International Studies, 1966. Foreign Languages : Arabic, French. Fields of interest : Middle Eastern Affairs, African Affairs, European Affairs, Islamic Studies. Publications. Experience : Admitted to State Bar Association, Ex. Sec. to a Board of Directors, Administrative Attache at the U.A.R. Permanent Mission to the United Nations European Office, Geneva, 1962-66. Ph.D. dissertation « La stratégie occidentale au Moyen-Orient : Essai de critique historique » (under preparation).

C.A.U.T. GROUP FLIGHTS TO EUROPE IN 1967

VOLS DE GROUPE DE L'A.C.P.U. VERS L'EUROPE ÉTÉ 1967

C.A.U.T., in conjunction with Finlay Travel Limited, Toronto, is again sponsoring group flights to Europe during the summer of 1967. In an effort to provide better service, we have arranged for several additional group flights this coming summer, including one (Group #1) of longer duration, one which departs from Montreal and sets down in Paris, and one departing from Winnipeg and setting down in London.

The schedule set out below indicates dates for departure and return, points of departure and destination. The Winnipeg-London flight (Group #7) has not yet been confirmed.

<u>Group #</u>		<u>Leaves</u>	<u>Returns</u>
1	Toronto/Montreal/London	May 28	Sept. 5
2	Toronto/Montreal/London	June 8	Aug. 17
3	Toronto/Montreal/London	June 21	Sept. 5
4	Toronto/Montreal/London	July 4	Aug. 15
5	Toronto/Montreal/London	July 6	Sept. 11
6	Montreal/Paris	June 27	Aug. 15
7	Winnipeg/London	June 19	Aug. 14
		<u>Toronto</u>	<u>Montreal</u>
Groups 1-5	Adults	\$345.00	\$299.00
	Children (2-11 yrs.)	172.50	149.50
	Infants (under 2 yrs.)	29.90	29.90
Group 6	Adults		\$335.00
	Children (2-11 yrs.)		167.50
	Infants (under 2 yrs.)		33.50
Group 7	Adults		\$425.00
	Children (2-11 yrs.)		212.50
	Infants (under 2 yrs.)		42.50

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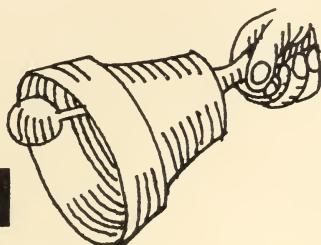


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